

Draft
The Army Leadership Development Handbook

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Introduction

Scope:

*****IMPORTANT NOTE: *The Junior Leader Development Handbook is a Work-in-Progress******

Originally, the Army developed the Junior Leader Development Handbook (JLDH) solely with officers in mind. Currently, its scope is being expanded to apply to all junior leaders in the Army. With this in mind, the user should note that all developmental activities are not intended to equally apply to each category of leader. While some suggested actions may not be relevant to a particular category of leader, these activities should help to stimulate the user's own creativity so that he or she may create developmental activities to best meet each individual's needs.

Leadership is both an art and a science. Our knowledge about it is continuously growing. We would ask that all users consider sending us suggestions on how to improve this handbook. In particular, please send us any developmental activities or references that you have found to be particularly helpful in your own quest to fully develop as a leader.

Purpose:

The purpose of this handbook is to provide a single-source reference for junior leaders to use in building and maintaining an effective Leadership Development Action Plan (LDAP). The activities and actions presented in this handbook are suggested ways to help further develop leadership values, attributes, skills, and actions.

The handbook is a comprehensive leadership development source that addresses each dimension of leadership character outlined in FM 22-100, Army Leadership (i.e., values, attributes, skills, actions).

Background:

This handbook is based on the belief that leadership development is a continual learning process. It is influenced not only externally by things that happen to us (e.g., we attend military schools, we serve through a sequence of assignments such as platoon leader, company commander, staff, etc.), but also is affected by things we do for ourselves. In this way, leadership development is partly internally influenced. In other words, there are specific leadership activities we can decide to engage in and from which we can learn. As developing leaders, we can choose who we learn from, which situations we place ourselves in, and, for the most part, what and how we learn. This handbook can help you, your supervisor, and those around you identify specific ways and means of learning. The Junior Leadership Development Handbook (JLDH) is designed to provide actions and activities to positively influence your leadership ability.

Handbook Format:

The handbook is organized around current leadership doctrine and addresses the various dimensions of Army leadership: seven values, three attributes, four skill groupings, and nine leadership actions. Following a clarification of each dimension is a list of recommended activities that you can engage in to positively influence your leadership development.

Recommended developmental tasks fall within one of three activities: study, practice, and observe. Although some tasks suggest materials you can examine to better familiarize you with concepts or experiences relevant to a leadership dimension, the majority of tasks emphasize **practice** and **observation**. The preponderance of practice and observation tasks was intentional. It recognizes that people learn not only from reading and studying but from **observing** others who exemplify **excellence** and by **practicing** positive behaviors. Many tasks suggest specific things you can do that support a leadership dimension. Often these suggestions are accompanied by ways in which you can solicit constructive feedback regarding your leadership behavior. Still other tasks suggest key people or behaviors that can be observed to reinforce understanding of leadership.

The following criteria were considered during selection of the developmental tasks presented in this handbook:

- Is the task appropriate for junior leaders to accomplish?
- Is the task realistic and something that most junior leaders can do?
- Does the task apply to all Army junior leaders - not branch or MOS specific?
- Does the task focus on positive behaviors as opposed to what shouldn't be done?
- Is the task observable and can the supervisor assess it?
- Is the task logically and reasonably linked to a specific value, attribute, skill, or action?

Organization of the leadership dimensions presented here is also consistent with the basic structure of the OER Support Form (DA Form 67-9-1) and the Junior Officer Developmental Support Form (DA Form 67-9-1a). Therefore, this handbook also provides an easy to follow aid for junior officers and their supervisors to jointly develop the junior leader developmental action plan.

References:

FM 22-100, Army Leadership
AR 623-105, Officer Evaluation Reports
AR 600-8-18, Junior Officer Developmental Support Form

Chapter 1: VALUES

The Army is a value based organization. FM 22-100 (Military Leadership) identifies seven values that all leaders must hold. These values serve several functions. First, values help define the identity of America's Army. The trust that America's Army has among its members is dependent on individuals identifying with these values. The trust that the American people have in the Army depends on members of America's Army identifying with these values. Second, values help to define a person's character. Third, values will also provide guideposts--a compass--for personal character development and moral reasoning, resulting in good behavior. FM 22-100 specifies seven Army values that serve to define the American Army's identity, an individual's character, and provide a moral compass for positive behavior. The seven Army values are: loyalty, duty, respect, selfless-service, honor, integrity, personal courage (see Figure 1).

Each Army value is described below and is followed by recommended behaviors and activities which can be used to further develop your sense of each value.

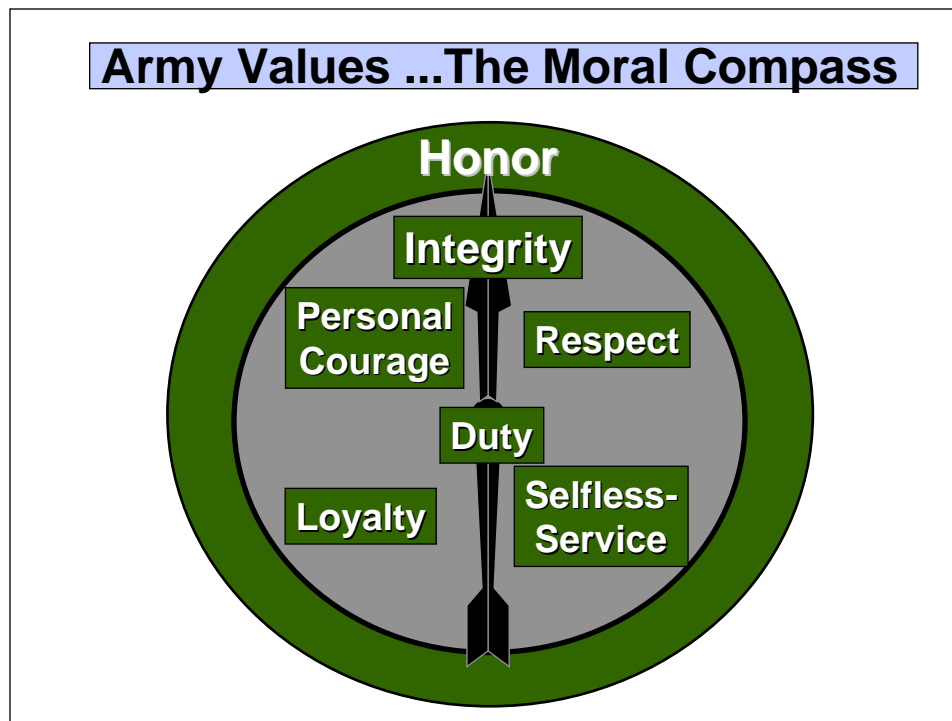


Figure 1 (adapted from FM 22-100)

Value #1: Loyalty - Bear true faith and allegiance to the Constitution, the Army, your unit, and other soldiers.

“An officer...should make it a cardinal principle of life that by no act of commission or omission on his part will he permit his immediate superior to make a mistake.”

-General Malin Craig, 1937

Further clarification of *Loyalty*:

To be *loyal* is to be unswerving in allegiance to the Constitution and completely faithful to the lawful government. Our absolute allegiance and faithfulness prevents us from misplacing our loyalties. Loyalty to the unit is critical for generating confidence and trust, and for developing cooperative work relationships with others.

A *loyal* individual does the following:

- Respects the Constitution and laws
- Puts obligations in correct order: the Constitution, the Army, the unit, and finally, self
- Observes higher Headquarters priorities
- Works within the system without manipulating it for personal advantage
- Shows faithfulness to unit and comrades
- Carries out tough orders without expressing personal criticism
- Defends soldiers against unfair treatment from outside or above

Developmental Activities/Actions:

1. Increase loyalty to the unit by studying and exposing your soldiers to unit, installation, and Army history. Lead a field trip to local military museums or present a class/lead discussions regarding your unit history.
2. Discourage and correct others who “bad-mouth” the command.
3. Encourage soldiers to use their chain of command to resolve problems and/or concerns. Discourage use of the “rumor mill” which can easily undermine actions of the command.
4. Inform your commander before publicizing and/or taking a problem or concern to a higher commander.

5. Track all commitments you make to your soldiers and leaders. Follow-up and take appropriate actions to fulfill commitments.
6. Take responsibility for difficult tasks or missions that your unit must accomplish. Pass along orders or guidance as if they were your own. Never try to persuade or inform people by saying, “well, I don’t like it either, but we got to do it because that’s what the old man wants.” Never belittle plans, orders, or guidance from a higher headquarters. For example, your unit might be tasked to search for weapons or other sensitive items that have been lost by other units. Use such situations as opportunities to explain to your soldiers the concept of loyalty as it pertains to your sister unit and higher command.
7. Take tough issues to your commander before they become a problem for the unit. If you identify an issue that needs attention, then take action even if you know it may initially upset somebody in your chain of command.

Recommended Readings:

1. Men Against Fire. Marshall S. L. A. , Gloucester, Mass.: Peter Smith, 1978.
2. Mutiny on the Bounty. Nordhoff, Charles, Boston: Little & Brown, 1940.
3. My Lai. Olson, James S. and Randy Roberts. Boston: Bedford Books, 1998.
4. The Killer Angels. Shaara, Michael. New York: Ballantine Books, 1975.

Value #2: Duty - Fulfill your obligations.

“Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not. This is the first lesson to be learned.”

- Thomas H. Huxley

Further clarification of *Duty*:

Duty delineates the sum total of all laws, rules, etc., that make up our organizational, civic, and moral obligations. Our values originate with duty because, at a minimum, we expect all members of the Army to fulfill their obligations. We often expect individuals to exceed their duty, especially in ethical matters. The nation's highest award, the Medal of Honor, imparts the notion of an individual acting "above and beyond the call of duty."

An individual who expresses the value of *duty* will, at a minimum, do the following:

- Carry out requirements of job/office
- Fulfill legal, civic, and moral obligations
- Sacrifice personal time in pursuit of excellence

Developmental Activities/Actions:

1. Establish and maintain a tracking system for all requirements or missions you are tasked to accomplish. Follow-up on each requirement to ensure that it is completed on time and to standard.
2. Familiarize yourself with the Code of Conduct and lead a discussion concerning the Code with your soldiers and/or peers. The Code of Conduct provides an ethical guide to performing your duty during war (the Code of Conduct is presented at Appendix A). For background information regarding possible arguments or potentially confusing aspects of the Code, refer to *A Moral Military*, by Sidney, Avinn, 1989. Philadelphia: Temple University Press, pp. 39-63.
3. Prior to assuming a duty position read/study all applicable regulations and standard operating procedures (SOP).
4. Prior to assuming a duty position identify an officer known for setting high standards who has executed this duty in the past. Ask him or her about what was important in the execution of the duty.

5. Volunteer for a tasking or holiday duty which no one desires.
6. Vote in the upcoming presidential and state election and assist subordinates in registering to vote.
7. Take the lead in being a good steward of supplies and resources such as photocopy machines and phones. Know the policies regarding their use, set the example, and communicate obligations.
8. Familiarize yourself with the biographies or citations of Medal of Honor winners. Present a class or lead a discussion during an OPD session on their actions. A selection of references concerning information on Medal of Honor winners is presented at Appendix B.
9. Seek out and use opportunities to demonstrate commitment to the military and/or civilian community. Offer to speak to in classrooms on post or community schools; invite school administrators, teachers, and students to your Organization Day or to visit your unit; volunteer during off-duty time to assist in youth services, scouting, athletic programs, civic programs, or church activities.
10. Identify the critical and most difficult tasks of an upcoming duty. Observe someone with a reputation for high standards execute those critical tasks.

Recommended Readings:

1. Myrer, A., Once an Eagle. New York: Berkley Publishers, 1981.
2. Wakin, M. M., (ed.). War, Morality, and the Military Profession. Boulder, CT: Westview Press, 1986.
3. Dupuy, R. E. & Trevor N., Brave Men and Great Captains. New York: Harper, 1959.
4. Bradley, Omar, A Soldier's Story. Boston: Holt, 1951.
5. Keegan, John, The Face of Battle. New York: The Viking Press, 1976.
6. Wouk, Herman, The Caine Mutiny. Garden City: Doubleday, 1951.
7. Morelock, Jerry, The Defense of St. Vith: A Case Study in Battle Leadership. Army Research Fellow, National Defense University, p. 175-288, April, 1994.
8. Military Ethics: Reflections on Principles. National Defense University Press. Washington, DC: National Defense University Press, 1987.

Value #3: Respect - Treat people as they should be treated.

“A leader should possess human understanding and consideration for others. Men are not robots and should not be treated as such. I do not by any means suggest coddling. But men are intelligent, complicated beings who will respond favorably to human understanding and consideration. By these means their leader will get maximum effort from each of them. He will also get loyalty.”

–General Omar Bradley

Further clarification of *Respect*:

Respect denotes the regard and recognition of the absolute dignity that every human being possesses. Specifically, respect is indicative of compassion and consideration of others, which includes a sensitivity to and regard for the feelings and needs of others and an awareness of the effect of one's own behavior on them. Respect also involves the notion of fairness.

Although the Army wants rigorous and difficult training, Army leaders must execute this training while maintaining the dignity and self-esteem of all involved. Leaders do not accept hazing or fraternal style humiliation involved in initiation into a unit. Equal Opportunity (EO) and the Prevention of Sexual Harassment (POSH) are examples of Army programs that fall underneath the principle of respect for people.

An individual who consistently expresses *respect* does the following:

- Recognizes dignity of all
- Demonstrates consideration for others; is discreet and tactful when correcting or questioning others
- Is courteous and polite
- Demonstrates concern for safety and well-being of others
- Creates a climate of fairness
- Values diversity and is sensitive to diversity issues.
- Does not take advantage of position of authority when placed in charge of others

Developmental Activities/Actions:

1. Lead or simply engage in discussions regarding respect with subordinate leaders in the unit. What action/behavior constitutes disrespect versus those that constitute respect?

2. Do things with peers who have different ethnic, religious, or racial backgrounds than you.
3. Keep a calendar of birth dates, enlistment dates, anniversaries, etc., and recognize people on significant dates, either verbally or with cards/notes.
4. When you meet someone for the first time, be quick to greet them - stand up, and shake hands, regardless of rank or other characteristics.
5. Memorize/learn the names, marital status, children, hometown, interests of your immediate subordinates and as many of your soldiers as you can.
6. Be aware of times when soldiers or NCOs are suffering in their personal lives (e.g., family member death, illness, divorce, separation). Express your genuine interest and concern with words, a visit, or a note.
7. Learn and use enough of the language of the country in which you work to be able to (at a minimum) use the basic forms of introductions and greetings. Learning a second language will enhance your understanding of other groups. Visit your Education Center or the installation library for tapes or enroll in a college course.
8. Identify an officer who has a good working relationship with diverse groups. Meet with this officer and learn about his or her involvement with diverse groups. For example, discuss how he/she became involved or ask about specific issues or problems he/she has encountered with diversity.
9. Visit the installation Equal Opportunity (EO) office and ask the EO representative to discuss their work. Ask about their observations of the effects of respect (or lack of) on unit cohesion, morale, and work performance.
10. Talk with minority peers about their experiences in the Army. Find out about their commissioning or educational experience, their hometown, their friends and hobbies, and their family life. Note the similarities and differences with your own background.
11. The next time that things go wrong, confront the issue instead of the person. Focus on identifying and correcting the problem instead of fixing blame and attacking the individual.

Recommended Readings:

1. Bridging Differences: Effective Intergroup Communication, Gudykunst, William B., Newbury Park, CA: Sage Publications, 1994. The author examines how stereotypes can affect communication in negative ways.

2. The Human Touch, Arnold, William W., & Plas, Jeanne M., 1993, New York, NY: John Wiley & Sons. This book emphasizes the critical role of each individual in an organization and applies basic values, common sense, and respect.
3. Peers, William R. The My Lai Inquiry, New York: Norton, 1979.
4. AR 600-20, Army Command Policies and Procedures (Fraternization).
5. AR 600-21, Equal Opportunity Program in the Army
6. AR 600-50, Standards of Conduct for Department of the Army Personnel
7. DA Pam 600-43, Racial Discrimination, Measuring Changes in the Army.
8. Moskos, C. C. & Butler, J. S. All That We Can Be: Black Leadership and Racial Integration the Army Way. New York: Harper Collins, 1996.
9. Holm, J., MG. Women in the Military: An Unfinished Revolution. Novato, CA: Presidio Press, 1992.

Value #4: Selfless Service – Put the welfare of the nation, the Army, and subordinates above your own.

“The men and women who have the right ideals...are those who have the courage to strive for the happiness which comes only with labor and effort and self-sacrifice, and those whose joy in life springs in part from power of work and sense of duty.”

Theodore Roosevelt

“Second to honesty and courage of purpose, I would place an unselfish attitude as the greatest attribute of a leader...Place the care and protection of the men first; share their hardships without complaint and when the real test comes you will find that they possess a genuine respect and admiration for you. To do otherwise means failure at the crucial moment when the support of your men is essential to the success of the battle.”

General Alexander M. Patch

Further clarification of *Selfless Service*:

Selfless-service signifies the proper ordering of priorities. Think of it as service before self. The welfare of the nation and the organization come before the individual. While the focus is on service to the nation, the value also requires that the service member properly takes care of family and self.

An individual who properly expresses the value of *selfless service* does the following:

- Focuses priorities on service to the Nation
- Places needs of the Army above personal gain
- Ensures that soldiers’ needs are met before attending to personal needs
- Balances mission, family, and personal needs
- Gives credit due others and accepts blame for the team

Developmental Activities/Actions:

1. Focus recognition on the unit instead of yourself. Ensure soldiers are getting the credit for unit accomplishments. For example, put your soldiers in for timely PCS and impact awards. Trust that your leadership will reward you appropriately.
2. Learn about the experiences of those who have lived and demonstrated service before self. Invite war veterans to visit your unit or take soldiers to visit veterans in the local VA Hospital. Ask veterans to discuss situations they either witnessed or experienced where leaders, instead of putting themselves first, put others first. Ask them to describe the outcome/effect this had on soldiers.
3. Inspect the barracks after duty hours.

4. Volunteer at Army Community Service.
5. Set a goal to routinely complete work at a decent hour to attend a family evening event such as your child's athletic practice, scout meet, etc.
6. Learn about the selfless service demonstrated by Medal of Honor winners. See one of the references listed at Appendix B for information regarding the biographies of Medal of Honor winners.
7. Put the needs of soldiers above your own. For example, follow behind soldiers through food lines; don't rush to the head of the line in order to "get back to work." In the field, ensure that security and communications have been established and soldiers' personal needs are being cared for before tending to your own personal needs - establish your sleeping area last.
8. Ensure your work schedule allows sufficient time for family and yourself. If necessary, be proactive by anticipating dates and events that are especially significant to you and/or your family. Note these on your personal planning calendar and plan ahead to minimize conflicts with other responsibilities. Plan your leave dates as soon as possible and coordinate them with your NCOs, peers, and supervisor.
9. Demonstrate an understanding of "achieving and maintaining a balance among mission, family, and personal needs" by setting the example for your soldiers. Whenever possible, let soldiers see you engaging in and enjoying family and recreational activities.
10. Don't wait for an award ceremony to recognize soldier contribution - use every opportunity: AARs, unit meetings, gatherings to publicly recognize soldier accomplishments and their contributes to mission accomplishment.

Recommended Readings:

1. The Life and Death of Audie Murphy. Whiting, Charles, Chelsea, MI: Scarborough House, 1990.
2. See Appendix B for a list of references concerning Medal of Honor winners.

Value #5: Honor - Live up to all the Army Values

"A military, or a naval man, cannot go very far astray, who abides by the point of honor."

-Raphael Semmes, 1809-1877

"What is life without honor? Degradation is worse than death."

-General Stonewall Jackson

Further clarification of *Honor*:

Honor circumscribes the other six Army values. *Honor* provides the motive for action and provides the ability and will to make moral decisions based on deep personal values and conscience. Honor demands adherence to a public moral code, not protection of a reputation. *Honor* circumscribes the complex or the set of all the values that make up the public code for the Army (or for any organization). *Honor* and moral identity stand together because the honorable individual identifies with the group values. Significantly, honor provides the motive for action. *Honor* demands adherence to a public moral code, not protection of a reputation.

An individual with *honor* does the following:

- Adheres to a public code of professional Army values
- Identifies with the public code of professional Army values
- Employs honor as a motive for moral action

Developmental Activities/Actions:

1. Develop a list with senior NCOs of the daily challenges to honorable behavior that soldiers face and list ways to combat each of them. Conclude by describing how the challenges are the same and different for NCOs and commissioned officers.
2. Facilitate a discussion in your unit about why honor is so important. Together with NCO's, develop some scenarios/vignettes that describe ethical dilemmas faced by soldiers in the unit. Use the vignettes to have soldiers come up with "honorable versus dishonorable" reactions to the dilemmas.
3. With your peers, develop and discuss what you think could be an effective military code of ethics that could be used to guide officers' behavior (see examples at Appendix C and D or the partial code presented below. Do this to help clarify your core beliefs and attitudes. Do these codes provide sufficient guidance to ensure officers act honorable? Why or why not? Are they exhaustive in that they adequately cover all circumstances and conditions? What would you add?

*Sample Military Code of Ethics*¹

- *I shall prefer peace to war, and realize that the military serves most effectively when it deters and so prevents war rather than when it engages in war.*
- *I shall use the utmost restraint in the use of force, using only as much as necessary to fulfill my mission.*
- *I shall obey all legitimate orders, but only legitimate orders.*
- *I shall always remember that those beneath me are moral beings worthy of respect and I shall never command them to do what is immoral.*
- *I am responsible for what I command and for how my orders are carried out.*
- *I will never order those under me to do what I would not myself be willing to do in a like situation.*

4. Discuss honor openly with your soldiers. For example, lead a discussion with your soldiers concerning the following:

The United States Military Academy at West Point has a well-known honor code stating simply that “a Cadet will not lie, cheat, or steal, nor tolerate anyone who does.” This code is based on the belief that the experience of living by such a code will help produce officers who will avoid moral individualism during their career.

Ask your soldiers whether they believe honor can be learned? Is it possible to practice honesty to the point where it becomes reflexive? How else could we instill honor? If your soldiers question this approach, ask them to propose and discuss alternative strategies for developing honor.

Recommended Readings:

1. AR 600-50, Standards of Conduct for Department of the Army Personnel
2. Dewey, John, & Tufts, James H. Ethics. New York: Henry Holt & Company, 1936.
3. Gabriel, Richard A. To Serve With Honor: A Treatise on Military Ethics and the Way of a Soldier. Westport, CT: Greenwood Press, 1982.
4. Military Ethics and Professionalism, A Collection of Essays, edited by James Brown and Michael J. Collins. Washington: National Defense University Press, 1981.
5. Myrer, Anton, Once an Eagle. Berkley Publishing Corporation, 1968.
6. Taylor, Robert L. and Rosenbach, William B. Military Leadership: In Pursuit of Excellence. Westview Press, 1984.

¹ This code was developed by Dr. Richard T. DeGeorge and is reprinted here from an article appearing in the US Air Force Academy Journal of Professional Military Ethics, February, 1984, as cited in Military Ethics, 1987, Wakin, Wenker, & Kempf.

7. Wakin, Malham M., ed. War, Morality, and the Military Profession. Boulder, Colo: Westview Press, 1979; 2nd ed., revised, 1986.
8. DeMille, Nelson. Word of Honor. New York: Warner Books, 1985.
9. National Defense University Press. Military Ethics: Reflections on Principles - The Profession of Arms, Military Leadership, Ethical Practices, War and Morality, Educating the Citizen-Soldier. Washington, DC: National Defense University Press, 1987.
10. Webb, James H. Fields of Fire. New York: Bantam Books, 1979.
11. True Faith and Allegiance: The Burden of Military Ethics. Toner, J. H. Lexington: University Press of Kentucky, 1995.

Value #6: Integrity - Do What's right, legally and morally.

"Integrity is the most important responsibility of command. Commanders are dependent on the integrity of those reporting to them in every decision they make. Integrity can be ordered but it can only be achieved by encouragement and example."

*-General John D. Ryan
Air Force Chief of Staff*

Further clarification of *Integrity*:

Integrity, coming from the same Latin root (*integritas*) as the word "integer," refers to a notion of completeness, wholeness, and uniqueness. In this sense, one's completeness or wholeness is dependent on strict adherence to a set of values. A breach of these values will damage the integrity of the individual. Integrity leads to consistency among principles, values, and behaviors. Having integrity allows us to build trust with others through authenticity and follow-through on commitments.

An individual is said to have *integrity* when he or she:

- Always acts according to what he or she knows to be right, even at personal cost.
- Possesses a high standard of moral values and principles
- Shows good moral judgment and demonstrates consistent moral behavior
- Avoids the wrong and stands up for what is right
- Shows candor and fairness in evaluating subordinates' work
- Shows consistency between words and deeds
- Uses the authority and power that comes with rank to work for mission accomplishment or for soldiers instead of for personal or private gain
- Puts being right ahead of being popular or easy
- Abides by principles

Developmental Activities and Actions:

1. Investigate questionable written or verbal reports. Personally inspect to ensure the report reflects the truth.
2. Facilitate a brief discussion in your unit about the consequences of "stretching the truth" on APFT scores, maintenance records, and weapons qualification, and other readiness indicators.

3. Share an ethical dilemma you experience. Discuss them openly with your mentor, leader, or a trusted peer and get their feedback. Thinking through the dilemma and discussing it will help clarify your values.
4. Develop a short training outline about what the impact on unit mission accomplishment and cohesion would be if we couldn't accept each other's word as the truth.
5. Share your personal values and goals with your commander, peers, family, and friends. Verbalize your commitment and resolve to these values. Listen to their comments and feedback. Use their input to further clarify and solidify your own values.
6. Periodically use the process below to help define your values and align your priorities. Use answers to the questions below to compare your values with the ways in which you spend your time, energy, and money. Determine whether you are allocating these resources consistent with your values and priorities?
 - Who and what are most important to me?
 - What do I want from life?
 - What does getting up and going to work make possible in my life (in other words, what am I able to have, do, or be as a result of my work)?
 - How would I live if money were not an issue?
 - What do I want to accomplish in my lifetime?
 - What kind of leader do I want to be?
 - What do I consider worth "fighting for?"
 - What balance do I want between my work and home life?
7. Handle sensitive information such as pending disciplinary action as if it pertains to you or your family.
8. Read what you put your signature to. Ensure each written report you sign reflects the truth.

Recommended Readings:

1. TC 22-9-1, Military Professionalism - Platoon/Squad Instruction, and TC 22-9-2, Military Professionalism - Company/Battery Instruction. These instructional manuals are useful resources for planning and conducting unit classes.
2. Terry, Robert W. Authentic Leadership, San Francisco: Jossey-Bass, 1993. Author contends that the core principle of effective leadership is authenticity. He introduces the concepts of leadership and presents resources and techniques that one can use to further leadership actions.

3. Kouzes, James M., and Posner, Barry. Credibility: How Leaders Gain and Lose It, San Francisco: Jossey-Bass, 1993. The authors show why leadership is basically a relationship with credibility as the cornerstone.
4. Hosner, LaRue T. Moral Leadership in Business, Burr Ridge, IL: IRWIN, 1994. The author presents numerous alarming organizational case studies regarding ethical dilemmas which can be easily transferred to military settings. Case studies are followed by discussion questions.
5. Blanchard, Kenneth & Peale, N. V. The Power of Ethical Management. New York: Ballantine Books, 1988.
6. De George, Richard T. When Integrity is not Enough: Responding to Unethical Adversaries in Business and the Military. Colorado Springs: United States Air Force Academy, 1991.
7. Kreeft, P. Making Choices: Practical Wisdom for Everyday Moral Decisions. Ann Arbor, MI: Servant, 1990.
8. Watson, C. E. . Managing with Integrity: Insights from America's C. E. O.s. New York: Praeger, 1991.
9. Sonnenberg, Frank K. Managing with a Conscience: How to Improve Performance Through Integrity, Trust, and Commitment. New York: McGraw-Hill, 1991.
10. Badaracco, J. & Ellsworth, R. R. Leadership and the Quest for Integrity. Boston, MA: Harvard Business School Press, 1989.
11. Covey, S. R. Principle-centered Leadership. New York: Summit Books, 1991.
12. How Much Obedience Does an Officer Need?: Examples of Integrity and Moral Courage for Today's Officer. Zwygart, U. F. Fort Leavenworth, KS: Combat Studies Institute, U.S. Army Command and General Staff College, 1993.

Value #7: Courage - Face danger, fear, or adversity (physical or moral).

"I cannot give you a form of success. But I can give you a sure-fire formula for failure: just try to please everyone."

- Sir Winston Churchill

"There are two kinds of courage, physical and moral, and he who would be a true leader must have both. Both are the products of the character-forming process, of the development of self-control, self-discipline, physical endurance, of knowledge of one's job and, therefore, of confidence. These qualities minimize fear and maximize sound judgment under pressure and -- with some of that indispensable stuff called luck -- often bring success from seemingly hopeless situations."

-General Mathew B. Ridgway

"Courage is being scared to death - but saddling up anyway."

-John Wayne

Further clarification of *courage*:

Courage includes the notion of taking responsibility for decisions and actions. Additionally, courage involves the ability to perform critical self-assessment, to confront new ideas, and to change. Leaders must make decisions that involve risk and often must take a stand in the face of ambiguity or adversity. Taking risks pertains to the battlefield in war, but more frequently occurs with your boss in peace.

A *courageous* leader does the following:

- Controls fear in physical and moral contexts
- Takes responsibility for decisions and actions
- Accepts responsibility for his own mistakes and shortcomings
- Confronts problems directly and takes action based on what he believes is right, regardless of what others may think
- Speaks up for what he believes is important and then is gracious whether his ideas are accepted or rejected
- Reports on successes and failures with equal candor
- Puts themselves on the line to deal with important problems
- Challenges others to make tough decisions
- Always shares mistakes if it will help the team improve

Developmental Activities/Actions:

1. Identify people in your unit or on the installation whose courage you most admire. Talk with them about how they act on their convictions. How did they arrive at unpopular or tough decisions? Ask for specific examples. How did they deal with negative reactions from others?
2. Identify and write down one risk you are afraid to take. Carefully analyze its potential benefits and negative consequences. Determine what you should do. Reevaluate whether you should take the risk given your values and then act on your decision.
3. Talk with combat veterans in your unit/surrounding community about their combat experiences. How did they cope during challenging times? Where did they get their courage to perform under pressure?
4. Do something that you do not really want to do (e.g., provide the commander with a critique of the company training meeting).
5. Read books or watch movies that exemplify true courage. Books and movies can inspire you to strengthen your courage to deal with tough issues.
6. Be the first one in the unit to lead the unit through a physical or mental challenge: obstacle course, needed change, inspection, etc.
7. Think about and write down the values you want to instill in your soldiers and the unit. What things or qualities do you want them to remember? Evaluate what you currently are doing and make changes in your behavior to move them toward these values.
8. When faced with a difficult dilemma or decision, examine it against your deeply held convictions and values. Use your values to provide direction.
9. Follow uncomfortable issues or actions through to completion. Resist procrastinating in the face of difficult tasks. Persisting at problem solving sends a strong message that you want issues resolved quickly, and that you are willing to do what is necessary to bring closure.
10. Take action to conquer your physical fears by practicing old skills or developing new physical skills. Enroll in classes such as Tae Kwon Do, Judo, boxing, wrestling, or other self-defense programs.
11. Identify the most difficult, demanding task your unit must perform. Once in a while when the soldiers are practicing it, step out of your role as leader (or let your assistant take charge) and you do the task along with them, sharing their hardship.

Recommended Readings

1. Crane, Stephen, The Red Badge of Courage. Logan, Iowa: Perfection Form, 1979.
2. Dupuy, R. Ernest & Trevor N. Brave Men and Great Captains. New York: Harper, 1959.
3. Flower, R. The Taste of Courage. New York: Harper Brothers, 1960.
4. Lord, M. The Anatomy of Courage. New York: Haughton Mifflin, 1967.
5. Terry, Robert W. Authentic Leadership: Courage in Action. San Francisco: Jossey-Bass, 1993.
6. Maihafer, Harry J. Brave Decisions: Moral Courage From the Revolutionary War to Desert Storm. Washington: Brassey's, 1995.
7. Dollard, John & Horton, Donald. Fear in Battle. Westport, CN: Greenwood Press, 1977.

Chapter 2: ATTRIBUTES

Attributes are a person's fundamental qualities and characteristics. They capture the pre-dispositional part of the leader that determines, in a large degree, parameters that are more-or-less permanent (or long-standing), yet can develop over time through correct and habitual practices. Attributes are fundamental qualities and characteristics that people possess. Attributes relevant to leadership can be further sub-divided into three groups: *mental*, *physical*, and *emotional* (see Figure 2 below).

Attributes develop and improve over time through correct and habitual practices. The developmental tasks and behaviors that follow within each attribute grouping can help you develop as a leader.

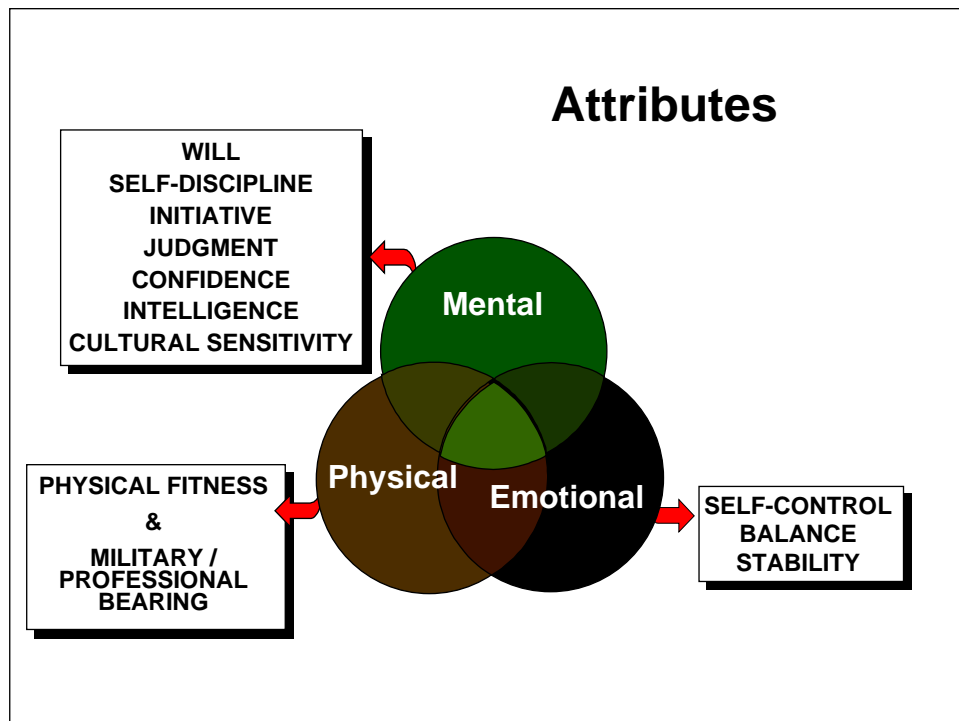


Figure 2 (adapted from FM 22-100)

Attribute Grouping #1 - *Mental*: The individual demonstrates high levels of desire, will, initiative, self-discipline, judgment, self-confidence, intelligence, and cultural awareness.

“The warrior who cultivates his mind polishes his arms.”

Chevalier de Boufflers, 1738-1815.

Clarification of *mental* attributes:

Mental attributes are intellectual aptitudes (or capacities for learning) that the leader possesses and can develop. Leaders possess *will, self-discipline, initiative, judgment, confidence, and intelligence*, display *cultural awareness*

An individual who possesses and applies appropriate *mental* attributes does the following:

- Thinks and acts quickly and logically
- Analyzes situations; combines complex ideas to generate feasible courses of action
- Balances resolve and flexibility
- Adopts better ideas from other sources
- Shows common sense
- Completes mentally demanding endeavors
- Displays cultural awareness

Developmental Activities/Actions:

1. Get your superior to commit resources to a junior officer tactical planning OPD. Have him provide a company OPORD to each lieutenant. Each LT plans and produces a platoon OPORD and briefs it to peers and the CO. Each plan is AAR'ed by all.
2. Identify a peer known for having achieved excellence in planning and decision-making. Observe this officer during a planning phase or walk a tactical lane with him/her and observe decision-making in action.
3. Begin a habit of sticking to an action until it is completed. Talk with leaders you respect to get ideas on how to keep from putting off difficult or mundane tasks. Develop a system to help avoid procrastination and use it (e.g., look at each in-box item only once - complete the action, pass it on, or file it away).

4. Identify a role model. Look for a leader who shows appropriate urgency for missions and is concerned for soldiers. Ask that leader to be your mentor. Meet periodically with this individual to discuss your plans and concerns about the unit, your soldiers, and yourself.
5. Run your ideas and potential solutions by peers and NCOs before acting on them. Ask them whether they pass the “Common Sense Test.” Allow them to disagree with you without becoming defensive. Listen to their input and consider it before acting.
6. When you feel overwhelmed and think that a task or obstacle is impossible, do the following. Stop yourself from thinking negative thoughts as these block your mental processes and prevent you from thinking creatively. Take the following steps to regain your desire and initiative:
 - tell yourself you’ve reached a momentary impasse - a solution does exist and you’ll eventually find it.
 - take a break from the problem and return later.
 - avoid judging your ideas
 - identify the problem, redefine it, and look at it from a different perspective.
 - ask for help. Others can help you develop a new perspective although they might not be able to solve the issue.

Recommended Readings:

1. Waitley, Denis, The New Dynamics of Winning, New York: William Morrow & Company, 1993. The author draws on his knowledge of sports psychology to show how to achieve a championship mentality.
2. Covey, Stephen R., The Seven Habits of Highly Effective People, New York: Simon & Schuster, 1989. Dr. Covey presents an integrated, principle-centered approach for solving personal and professional problems. His principles provide guidance on how to adapt to change and the wisdom and power to take advantage of new opportunities.
3. Garfield, Charles. Peak Performance: Mental Training Techniques of the World’s Greatest Athletes. New York: Warner Books, 1984.
4. Peale, N. V. The Power of Positive Thinking. Englewood Cliffs, New Jersey: Prentice-Hall, 1978.
5. Suinn, Richard. Seven Steps to Peak Performance: The Mental Training Manual for Athletes. Toronto: Hans Haber Publishers, 1986.
6. Sullivan, Gordon, and Michael V. Harper. Hope is Not a Method: What business leaders can learn from America’s Army. New York: Times Business, 1996.

Attribute Grouping #2 - <i>Physical</i>: The individual maintains appropriate level of mental and physical fitness (height/weight and PT test) and military/professional bearing.
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“Fatigue makes cowards of us all.” General George S. Patton, Jr., 1947

Further clarification of *physical* attributes:

Leaders demonstrate the *physical* attributes through maintaining appropriate physical fitness and military/professional bearing. Battle-focused physical training (PT) is the goal for Army physical fitness for the 21st Century. However, before leaders can effectively focus on team, unit, or organizational fitness, they must first ensure their own physical fitness. A high level of physical fitness contributes immensely to the warrior spirit and thus plays a significant role in fighting and winning in battle. Additionally, setting and maintaining high standards of military/professional bearing and appearance go hand in hand with physical fitness.

An individual possessing and applying appropriate *physical fitness* does the following:

- Does his or her fair share
- Appears personally energetic
- Completes physically demanding endeavors
- Keeps trying when hungry, tired, cold/hot, or wet/muddy
- Sets a physical and appearance standard
- Presents a neat, professional appearance
- Does not quit in the face of adversity/copos well with hardship

Developmental Activities/Actions:

1. Demonstrate ability to cope with hardship. In the most adverse conditions of weather and sleep deprivation, be visible to your soldiers. Walk around and talk to them, find out their living conditions. Determine what you can do to boost morale by improving living conditions and follow through.
2. Identify unit with a reputation for best PT program. Coordinate to participate in PT with them.
3. Identify the toughest, most physically demanding METL task your soldiers must perform. Participate with them in the completion of this task.
4. Make physical activity a part of your extracurricular activities. Identify seasonal sports that you can progress in and continue throughout your entire lifespan. Routinely participate in sports for fun and improve your performance.

5. Be proactive in controlling your weight. Consult with nutritionists when you first think you might be heading for difficulty with your weight. If necessary, establish fitness goals and objectives with your supervisor and include these on your support form.
6. Seek out a Master Fitness Trainer in your unit. Ask him or her to help you develop an individualized physical fitness program to supplement what you are doing with the unit.
7. Demonstrate genuine interest in the unit PT program. Be an active participant by leading PT sessions and vocally encouraging others to perform their best. Do not simply go through the motions of attending unit PT. Set an enthusiastic example to help others get more benefit from unit PT. Help make the PT program challenging and fun.
8. Set personal physical fitness goals beyond just passing the APFT. Focus goals on measurable aspects of physical fitness such as component scores of the APFT, or your 5K or 10K personal best times. Adjust the goal up a notch each time you achieve it. Include your goals and objectives on your support form.
9. Examine your energy level based on the areas listed below.
 - Nutrition: Write down your eating habits for a week and use this information during a session with a nutritionist or physician.
 - Exercise: Even brief exercise can make you feel energetic and alert.
 - Sleep: Examine your sleep patterns and adjust if necessary.
10. Develop a personal physical fitness program with your peers and support each other to stay involved. Reinforce your peers for their involvement.
11. Present a professional appearance when off duty. Demonstrate your awareness that you represent the U.S. Army on and off duty by your appearance and behavior.
12. Prepare for and attend the Master Physical Fitness Course.

Recommended Readings and References:

1. Read books that recount heroic acts by individuals and units due to physical stamina and readiness. Some suggestions include:
 - T. H. Fehrenback, This Kind of War

- General Matt Ridgeway, The Korean War. Garden City, New York: Doubleday, 1967.
2. Review AR 600-9, Army Weight Program, to ensure you fully understand the Army's standards and expectations.
 3. Review DA Pam 600-63-12, Army Health Program
 4. FM 21-20, Physical Readiness Training
 5. AR 350-15, Army Physical Fitness Program Policies and Procedures
 6. DA Pam 28-9, Unit Level Recreational Sports
 7. DA Pam 350-15, Commander's Handbook on Physical Fitness
 8. DA Pam 350-18, Individual Handbook on Physical Fitness
 9. Allsen, Philip, Joyce Harrison, and Barbar Vance. Fitness For Life: An Individualized Approach. Wm. C. Brown Publishers, 1989.
 10. Franks, Don B., & Howley, Edward T. Fitness Facts: the Healthy Living Handbook. Human Kinetics Books, 1989.
 11. Cumming, Candi, Eat it Right. Englewood Cliffs, New Jersey: Prentice Hill Inc., 1982.
 12. Physical Fitness and Wellness. Greenberg, J. S., Dintiman, G. B., & Myers, O. B. Boston: Allyn and Bacon, 1995.

Attribute Grouping #3 - *Emotional*: The individual displays emotional self-control, balance, and stability, and remains calm during stressful situations.

“People aren’t disturbed by things, but by the views they take of them.”

-Epictetus

Further clarification of *emotional* attributes:

Emotional balance refers to an ability to display the appropriate emotion for the situation as well as to read emotion in others. The leader who lacks the ability to display emotion or cannot sense others’ needs lacks the full ability to care about others. The leader of leaders exercises self-control and is not at the mercy of impulse.

Emotional stability is the ability to display a constant motivating force that builds confidence in subordinate leaders and empowers them to continue to achieve and accomplish the mission. To be stable means to remain steady, constant and durable in purpose despite physical or moral danger. Stability means showing courage in the face of adversity. Simply put, the leader remains vigilant in the face of bad odds, displays emotional self-control when all else seems to be lost, and remains calm and functional under stress. By ably displaying the emotional attributes, the leader creates an entrusting situation that enables subordinates to complete the mission despite the overwhelming odds. Leaders can use the suggested activities and behaviors presented below to further develop their emotional attributes.

An individual with effective *emotional* attributes displays the following:

- Low impulsiveness - individuals with good self-control do not react immediately when things go wrong but deliberate intently and sufficiently before responding
- A high hostility tolerance - it takes drastic measures to get great leaders to respond beyond their control
- A high frustration tolerance - emotionally stable leaders have the motivation and ability to delay gratification. They can handle their own frustration at being behind schedule and display the ability to keep trying
- Self-confidence and a persistently positive attitude
- The ability to remain calm, under control, and effective under pressure
- The ability to balance competing demands without complaining

Developmental Activities/Actions:

1. Reduce job frustration by improving time management skills. Visit the Education Center or local colleges for time management courses or information.
2. Consciously resist immediate judgment or criticism of others' ideas or explanations. Immediate reactions are often emotionally driven and may be inappropriate. Instead, ask open-ended questions to understand others fully.
3. Develop a one-page questionnaire about aspects of emotional stability. Distribute to your subordinate leaders, respected peers, and superiors. Have the results returned to you anonymously. Develop actions to improve from this assessment.
4. Examine your use of substances that might be having a negative effect on your emotions. Take action to reduce your use of the following:
 - Stimulants. Caffeine/tobacco and over-the-counter preparations reduce our ability to deal with pressure and stress. Side effects such as stomachaches, irritability, headaches, and sleeplessness might be influencing your emotions.
 - Alcohol. Alcohol can have interpersonal and personal ramifications that create stress and disrupt our ability to control our emotional reactions.
 - Nicotine. Nicotine reduces our ability to deal with pressure and stress.
5. Practice thinking optimistically. Anticipating that things will turn out negatively can lead to a "self-fulfilling prophecy." Subordinates may respond to you in ways that validate your negative expectations of them or the situation. Anticipating a positive outcome can increase your chance of success as well as your emotional well-being.
6. Talk with others when you feel unusual or extreme pressure. Talking with others can help you deal with extreme emotions and can provide an outlet for stressful energy. Your discussions may also lead to potentially effective ways of handling the events or situations leading to the pressure.
7. Gain control of your temper or tendency to overreact by taking slow, deep breaths through your nose before responding when angry or upset.
8. Improve your control and display of patience by doing the following. Change your perspective during situations leading to impatience by thinking more positively (for example, "If I wait, I'll understand," or "This will get better with more time"). Then, leave the situation to avoid saying something inappropriate. Carefully look at the strengths and needs of others to gain insight into their behavior and increase your tolerance. Return to the situation when you calm down.
9. Videotape yourself in a leadership role-play situation. Watch the tape to gain insight into facial expressions and voice quality that might send unintended emotional messages. Ask a trusted colleague to watch the tape and give you constructive feedback.

Recommended Readings:

1. Peale, N. V. The Power of Positive Thinking. Englewood Cliffs, N. J.: Prentice-Hall, 1978.
2. Cudney, Milton R., and Hardy, Robert E. Self-Defeating Behaviors, San Francisco: Harper, 1991. Authors provide methods for understanding and eliminating destructive behaviors.
3. Eliot, R. S., M.D. A Change of Heart: Converting Your Stresses to Strengths. New York: Bantam Books, 1994. Dr. Eliot identifies stressors that affect people today and then offers practical techniques to turn stress into strength.
4. Goleman, Daniel. Emotional Intelligence. New York: Bantam Books, 1995. Goleman explains what emotional intelligence is, the effect that it can have on our performance, and how it can be nurtured and strengthened.
5. Miller, E. Letting Go of Stress. Audio Cassette. Stanford, CA: Source Cassette Learning Systems, 1980.
6. Newman, J. How to Stay Cool, Calm and Collected When the Pressure's On. E. New York: AMACOM, 1992.

Chapter 3: SKILLS

Skills (competencies) define those abilities that people develop and use with other people, with ideas, and with things. Acquiring skill is a prerequisite to acting/behaving with competence. Skill is what soldiers look for in their leaders. Skills are part of a leader's character, along with attributes and values.

Skills are grouped into three general areas: *interpersonal*, *conceptual*, and *technical* skills (see Figure 3 below). Each grouping has an indefinite number of skills. The lists of skills presented here and in FM 22-100 are in no way meant to be exhaustive. They are merely representative and include some of the more important skills that leaders develop. The fourth skill grouping, *tactical* skills, requires the individual to have and demonstrate skill in the three general domains of interpersonal, conceptual, and technical.

The first three groupings are broad categories of skills. Interpersonal skill affects how you deal with people. Conceptual skill enables you to work with ideas. Technical skill is job-related abilities. Tactical skill applies solving problems concerned with the employment of your unit and is sharpest if combined with interpersonal, conceptual, and technical skills. All three skills are involved because a leader needs skill with people, with ideas, and with things in order to have tactical skill.

The four skill groupings are discussed below and are followed by suggested developmental activities and behaviors.

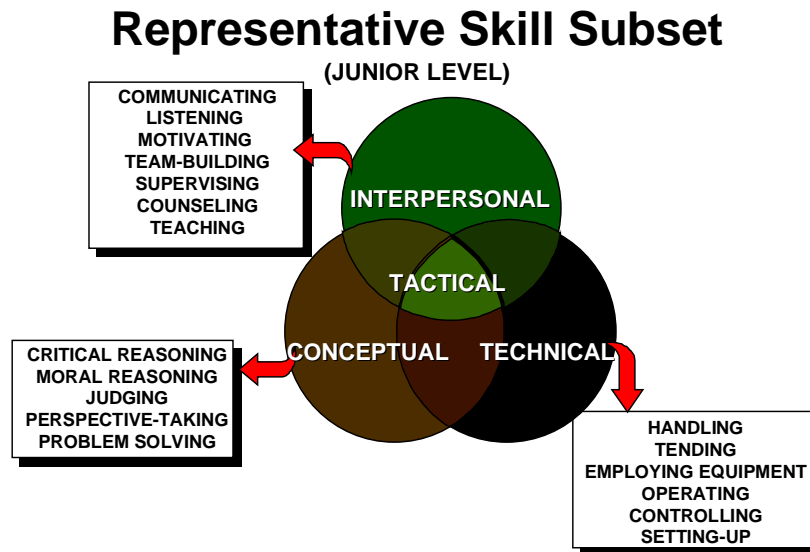


Figure 3
(adapted from
FM 22-100)

Skill Grouping #1 - *Interpersonal Skills*: Developing or improving upon one's ability to work with people. It includes the ability to coach, teach, counsel, motivate, and empower others. Working effectively and developing others is critical because leaders must rely on others to support them in achieving goals.

"We can no longer overwhelm our problems; we must master them with imagination, understanding, and patience."

-Henry Kissinger

An individual who possesses and effectively applies *interpersonal skills* does the following:

- Is a good listener; listens more than talks.
- Is approachable and interacts well with others
- Is sought out for expertise or counsel
- Provides guidance to subordinates when needed; resists controlling others by allowing autonomy when appropriate

Developmental Activities/Actions:

1. Practice using this four step process to empower subordinates:²
 - Clearly assign responsibility
 - Grant them authority to decide issues relevant to the task
 - Supply subordinates with resources to accomplish the task
 - Look for and remove obstacles that might impede their progress
2. Meet with subordinates within the next 45 days and discuss their strengths and weaknesses.
3. Conduct unit retention/reenlistment interviews with all personnel scheduled to ETS within the next 6 months.
4. Have your subordinates do the following after you have had a few counseling sessions with them. Ask them to review FM 22-101 (Leadership Counseling) and write down five things you do well while counseling. Also have them identify aspects of counseling where you need improvement. Take these lists to an experienced counselor (unit chaplains are a good resource) and ask for feedback and assistance in improving your counseling techniques.
5. Deal with "people problems" when they occur, especially when they are negatively affecting the unit's success or morale.

² Adapted from Nicholas, 1993.

6. Identify a peer who has good interpersonal skills. Role play a counseling session with him/her as an observer. Ask for and respond to his/her feedback.
7. Investigate professional resources available to your soldiers. Recognize your limits for conducting personal counseling and realize when to refer someone to a professional agency. Visit the following to determine available resources:
 - Alcohol and Drug Abuse Prevention and Control Unit
 - American Red Cross
 - Army Community Service
 - Army Emergency Relief
 - Chaplain
 - Community Mental Health Activity
 - Inspector General
 - Legal Assistance Office

Recommended Readings:

1. Bennis, Warren & Nanus, Bert, Leadership: The Strategies for Taking Charge. New York: Harper & Row, 1993. Authors apply the essential qualities of leadership to empower others, incorporate creativity, communicate effectively, and create a vision.
2. FM 22-101, Leadership Counseling.
3. DA Pam 600-17, A Commander's, Supervisor's and Physician's Guide to Alcohol and Alcoholism.

Skill Grouping #2 - *Conceptual Skills*: Developing or improving upon one's ability to reason and judge properly, and to engage effectively in critical and creative thinking and moral reasoning. Having conceptual skills is being able to adjust to new information and to consider a wide range of possibilities when solving problems. Cognition is the cerebral process of being aware, knowing, and thinking. Developing your conceptual skills will increase your ability to reason through problems, develop solutions, and select the most effective one.

“He, who will not reason, is a bigot: he, who cannot, is a fool; and he, who dares not, is a slave.”

-William Drummond, 1585-1649

Further clarification of the *conceptual skill* grouping:

To have *conceptual* skill is to have skill with ideas. Leaders often are flooded with too much information and data. Nevertheless, leaders must be capable of sorting through extensive amounts of input in order to make accurate and timely judgments and decisions. In order to do this, leaders need good conceptual skills. There are many types of conceptual skills that leaders require such as critical reasoning, moral reasoning, creative thinking, and problem solving.

Critical reasoning is an especially important skill for leaders to develop. "Critical" means careful, deliberate thinking as opposed to reactionary thinking. Critical reasoning is the ability to use good reasoning and avoid bad reasoning. Leaders can develop this skill throughout their careers. Critical reasoning skills enable leaders to know what to ask for and how to ask the right questions.

An individual possessing and effectively applying *conceptual skills* does the following:

- Recognizes information required for a decision to be made
- When time is available, resists making “snap” decisions or reacting based only on initial information
- Makes decisions based on relevant information
- Does not demand 100% certainty to make a decision
- Possesses ability to discriminate between information that is important and relevant to a decision, and information that is not important/relevant

Developmental Activities/Actions:

1. Procure an operations order or other written directive from your supervisor/higher headquarters. Highlight information you believe is critical to your implementation of

- the order/directive. Seek out feedback from a supervisor or peer on the accuracy of your assessment.
2. Make wise use of existing information. Successful creative and innovative thinkers often build on existing ideas. Talk with other leaders who might have worthwhile information that you can build on to solve your problem. Seek out leaders who have dealt with the same issue and learn from what they have done.
 3. Conduct a brainstorming session with your subordinates or peers in order to have ideas build on each other. Follow these guidelines during brainstorming:
 - define the problem
 - don't criticize ideas
 - be free to add to already suggested ideas or combine ideas
 - set a time limit to generate a sense of urgency
 - record all ideas
 - review the ideas to determine which could be implemented
 4. Engage in "what-if" thinking with your peers or subordinates. For example, consider the following: "If we do this, what resources will we need, how will soldiers perform, what will be our sister unit's responsibilities, and how will the enemy respond?"
 5. Ask peers to provide feedback on situations or issues about which you tend to be overly opinionated or rigid in your thinking. Opinionated or rigid thinking is counterproductive to critical and creative thinking. Recognizing that you are inflexible regarding particular areas is the first step in initiating change.
 6. Practice taking a different perspective when facing complex problems. Argue the other side of the issue. This may lead you to commit to your original idea even more strongly, or it may cause you to modify or expand your idea, or abandon it entirely.
 7. Tolerate failure. Recognize that people learn from their mistakes best when they are allowed to recover. Increase learning by minimizing the fear of taking risks.
 8. Challenge and eliminate thinking and statements that close off alternative solutions. Reward subordinates who have a "can do" attitude and discourage statements such as, "They'll never approve...", or "We can't..." or "We've never done it that way before.."

Recommended Readings:

1. A Whack on the Side of the Head, Von Oech, R. New York: Warner Books, 1993. Author provides puzzles, exercises, metaphors, questions, stories, and tips to help you unlock your mind for creative thinking.
2. If It Ain't Broke...BREAK IT. Driegel, Robert J., and Patler, Louis, New York: Warner Books, 1992. Authors contend that conventional wisdom cannot help leaders

keep pace during these rapidly changing times. We must work smarter, not harder, and explore new paths.

3. The Creative Edge, Miller, William C. Reading, MA: Addison-Wesley, 1990. This is a handbook of practical techniques designed to help develop creative skills and promote creativity.
4. Breakthrough Thinking: The Seven Principles of Creative Problem Solving, Nadler, Gerald, and Hibino, Shozo, Rocklin, CA: Prima Publishing, 1994. Authors examine how the most intuitive and creative leaders and organizations solve problems.

Skill Grouping #3 - *Technical Skills*: Developing or improving upon one's ability to understand and properly use resources, to include equipment, weapons, and systems.

Further clarification of the *technical skill* grouping:

To have *technical* skill is to have skill with things such as equipment, weapon systems, the systems that operate and control weapon systems, computers, and other physical items that leaders operate, manage, and control. Junior leaders in particular work closely with equipment and have a general need to understand the details of operating that equipment.

Junior leaders have several types of technical skills. They are responsible for tending, employing, operating, controlling, and setting up equipment. They are also responsible for training their people to successfully complete these things. Junior leaders also solve the countless problems that arise daily with equipment. New techniques, new equipment, new training methods, and new ideas make it critical for junior leaders to continuously develop their technical skills.

A *technically skilled* leader does the following:

- Correctly sets up, operates, employs, and maintains equipment
- Uses resources efficiently and most effectively to support soldiers and the unit
- Knows his job and the jobs of those who work for him
- Knows standards for task accomplishment
- Strives for mastery of knowledge required for duty performance

Developmental Activities/Actions:

1. Visit content/area experts within your unit or installation such as the maintenance, supply, personnel, transportation, or training officer/NCO. Educate yourself regarding their operation/services and think how you can incorporate their resources into your operation.
2. As a staff officer, prepare yourself to be the subject matter expert. Read, highlight and tab the basic regulations and field manuals pertaining to your staff area. Know your own standing operating procedures (SOPs) and those of your higher command. Study copies of the inspection checklists and know what each item is, and where your unit stands regarding it. Get copies of other units' SOPs and see how they do business.
3. Visit the Battalion S-1 and find out how to fix your unit publication system. Publications are important to gaining knowledge required for technical expertise.

4. Set up a junior officer technical proficiency training on METL equipment as part of the unit officer professional development. Administer “hands on” drills that test assembly/disassembly, employment, and maintenance of this equipment.
5. Conduct the next unit Arms Room inspection.
6. Review and update the unit’s weakest (or missing) SOP.
7. Develop an SOP to monitor the control, use, and maintenance of unit equipment and equipment records.
8. Learn about and use the following systems to take care of your soldiers: awards, reenlistment, Hometown News Release, leaves and passes, meal cards, promotions and evaluations, and flagging actions (see the Battalion S-1 or read TC 12-17, Adjutant’s Call, The S-1 Handbook, for more information).
9. Talk with the Battalion Supply Officer (S-4) and Battalion Property Book Officer to learn about unit supply operations and how to avoid problems within your unit.
10. See your commander and volunteer to conduct a Report of Survey to get hands on experience with the supply system.
11. Shadow the Battalion Motor Officer (BMO) or Battalion/Company Motor Sergeant to examine problems or issues they experience. Explore and discuss things your unit can do to prevent similar problems. Get their perspective regarding what makes a good maintenance program.
12. Identify your weakness among the following resource systems - supply, maintenance, administration. Spend an hour weekly shadowing someone who is particularly competent in that area. Ask for advice regarding a few of the most critical aspects of this system.
13. Subscribe to and read relevant branch magazines such as Armor Magazine or Infantry Magazine (see list at Appendix E). These publications often have valuable information concerning operations and using resources.
14. Research and write a short journal article for your branch magazine.
15. Prepare a development plan to address your technical skills. Ask subordinates to submit “top 5” technical skills you need to improve in. Study the list to determine the types of problems you have and the people to whom you go most often for help. Determine what knowledge or skills these people have that you lack. Work with your mentor to develop a plan to strengthen these weak areas.
16. Enroll yourself or encourage soldiers to enroll in correspondence courses to improve technical deficiencies (see DA PAM 351-20, Correspondence Course Catalog).

Recommended Readings:

1. TC 710-5, Unit Commander's Supply Handbook.
2. DA Pam 750-1, Leaders Unit Level Maintenance Handbook
3. DA Pam 738-35, Functional Users Guide for Motor Pool Operations
4. DA PAM 351-20, Correspondence Course Catalog
5. TC 12-17, Adjutant's Call, The S-1 Handbook

Skill Grouping #4 - Tactical Skills: Improves upon one's proficiency in warfighting skills. Warfighting skills use each of the three skill groupings above - interpersonal, cognitive, and technical.

"Tactics is an art based on the knowledge of how to make men fight with maximum energy against fear, a maximum which organization alone can give."

-Ardant du Picq, 1921-1870

"Weapons, equipment, tactics, and organization can achieve their full potentials only when combined with the required numbers of people operating with skill, efficiency, and devotion."

-General Lyman L. Lemnitzer

Further clarification of tactical skills:

Tactical skill is separate from technical skill. To have technical skill is to have skill with things. To have tactical skill is to have far more than skill with things. Technical skill is only one part of tactical skill. Although necessary, technical skill is not sufficient for tactical skill. Tactical skill depends on properly applying skill with people, ideas, and things. Having skill with any one of these three but lacking the ability to apply skill with the others would greatly diminish tactical skill. For example, to have skill with computers and lack skill with people would greatly hamper tactical skill. Or, to understand the principles and theory of war would do no good if the leader had no idea how to operate and employ a unit's weapon systems. A good balance of the three skill groupings is ideal.

A tactically skilled leader does the following:

- Understands and properly applies tactical doctrine when appropriate
- Seeks out and applies historical lessons learned to current situations
- Combines skills with people, ideas, and things; applies skills to fight and win

Developmental Activities/Actions:

1. Review the After Action Reports (AARs) and Lessons Learned from past tactical exercises to identify training deficiencies. Develop future tactical training to correct these deficiencies.
2. Conduct leader training prior to the execution of tactical collective tasks. Conduct walk throughs, rehearsals, and/or TEWTs with your subordinate leaders, focusing on critical leader tasks.
3. Find out/identify peers with a good reputation for tactical skill. Walk along with this leader during the execution of tactical training.

4. Plan for and allocate time to participate fully in the planning, execution, and assessment of training. Refer to FM 25-100 and FM 25-101 for guidance.
5. Have subordinate, peer, and superior leaders provide you with an assessment of your tactical skill. Improve by visiting the Learning Resource Center or Education Center to view Training Extension Course (TEC) lessons, Soldier Training Programs (STPs), and current regulations, manuals, and correspondence assistance.
6. Coordinate and supervise the unit's advance party movement and or relocation during the next FTX.
7. Volunteer to conduct classes on how to lay out a defensive perimeter to secure and protect an area against enemy attack.
8. Volunteer for unit taskings for observer/controller of other units' tactical exercises.

Recommended Readings:

1. FM 25-100, Training the Force
2. FM 25-101, Battle Focused Training
3. FM 25-3, Training in Units
4. FM 100-5, Operations
5. AR 350-1, Army Training
6. On War. Clausewitz, Carl von, Howard, M. E., & Paret, P., Princeton, NJ: Princeton University Press, 1984.
7. History of the United States Army. Weigley, R. F., Bloomington: Indiana University Press, 1984.
8. Masters of War: Sun Tzu, Clausewitz, and Jomini. Handel, M. I., Portland, OR: Frank Cass, 1992.
9. Common Sense Training: A Working Philosophy for Leaders. Collins, A. S. Jr., Novato, CA: Presidio Press, 1979.

Chapter 4: ACTIONS

Actions follow from one or more of the skill groupings previously discussed (i.e., interpersonal, cognitive, technical, and tactical). Acquiring skill competency will help prepare you to behave effectively. The actions of the leader have a major impact on the team, unit, or organization he or she leads. Additionally, they are the reinforcing actions for army values, attributes, and skills. Consequently, leaders must understand that their actions and the resulting implications of their actions can reinforce standards or destroy what they are trying to establish. Because the actions of the leader have a profound impact on the team, unit or organization he or she leads, it is incumbent on leaders to enjoy leadership. Fun and optimism are contagious as are misery and skepticism.

FM 22-100 identifies nine specific behaviors that a leader of character and competence must be able to do and do well. These behaviors or actions of the leader fall within three major activities - *influencing*, *operating*, and *improving* (see Figure 4). These subordinate actions form the basis for all the activities that a leader must do as leader of a team, unit or organization. The three major activities, along with the nine subordinate actions, are discussed below. Presented with the nine leadership *actions* are suggested developmental activities you can engage in to improve your leadership ability and performance.

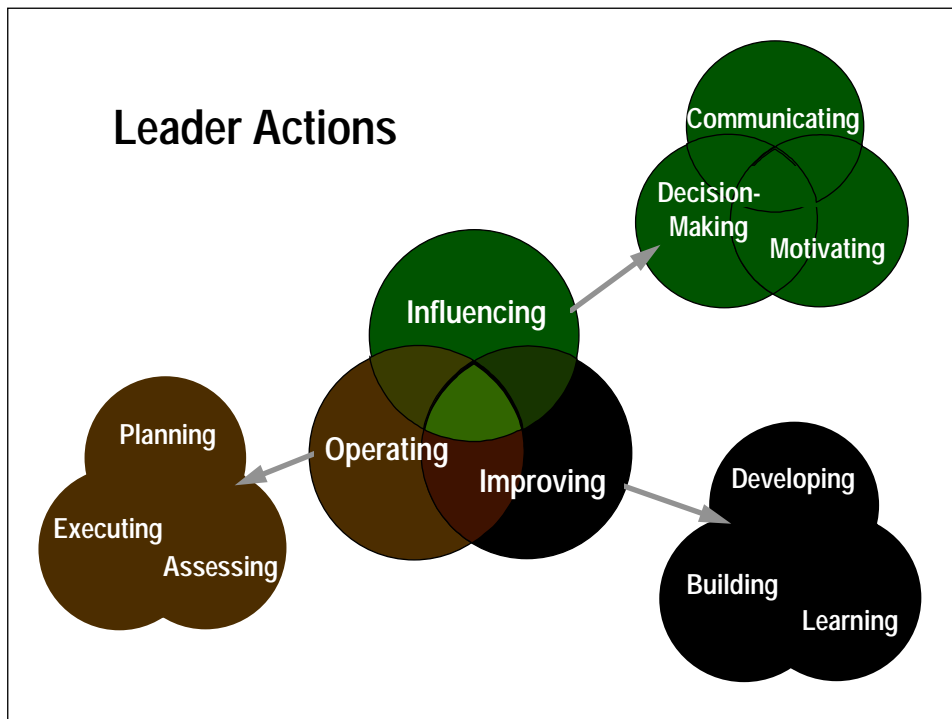


Figure 4 (adapted from FM 22-100)

Action Grouping #1 - *Influencing*: *Influencing* demands the act of using appropriate interpersonal styles and methods to guide individuals (subordinates, peers, and superiors) or groups toward task accomplishment or resolution of conflicts and disagreements. When we influence, we prompt others toward task accomplishment. Our ability to influence others in positive ways is dependent on three specific actions:

- how we *communicate*
- how we *motivate*
- how we practice *decision making*

Each of these actions is discussed below along with suggested developmental activities you can engage in now. These activities are designed to help you improve your leadership behavior.

Influencing through effective *communication*: *Communicating* comprises the ability to express oneself effectively in individual and group situations, either orally or in writing. Expressing oneself effectively is dependent on the ability to use proper grammar, appropriate gestures, and consistent nonverbal communications. Communicating effectively enhances our ability to influence others by helping to ensure accurate exchanges of information, and by helping to build mutual trust.

Further clarification of *influencing* through effective *communication*:

Junior leaders spend a lot of their time in face-to-face communication with their people, either with individuals or with small groups. They will, on the whole, spend more time speaking than writing to communicate. Their speaking will more than likely center around directing, coaching, teaching, motivating, and counseling. While they may spend more time speaking than writing, they still need to develop both types of communicating skills. Writing is also an important skill for leaders at all levels. Writing skill generally becomes more important as leaders increase in rank and responsibility. Whether the written work is a hand-written note or a formal staff study, the written work needs to communicate clearly and concisely.

Oral and written communication skills as means of influencing are clarified further below and are followed by suggested developmental activities for improving your communication skills.

An effective *communicator* does the following:

ORAL -

- Conveys ideas and feelings clearly and effectively
- Ensures that his or her spoken word is well thought out and organized
- Uses grammatically correct terms and phrases
- Has appropriate visual aids and few distracting gestures
- Uses a good rate, volume, and inflection in speech
- Determines/recognizes when miscommunication or poor understanding occurs and resolves them
- Listens and watches attentively; makes appropriate notes; conveys the gist of what was said or done
- Maintains eye contact
- Reacts appropriately to verbal/non-verbal feedback from audience
- Engages in effective listening by hearing the speaker's words, understanding the message and its importance to the speaker, and by communicating that understanding to the speaker.

Developmental Activities/Actions for *oral communication*:

1. Record a briefing rehearsal on video or audio and review it critically with your supervisor, a respected peer, and/or subordinates.
2. Rehearse all briefings/presentations, if possible, in the area in which you'll give it, with the training aids you'll use, and with someone who can give you constructive feedback.
3. Effective communicators recognize and successfully deal with obstacles to quality communication such as incorrect assumptions, word meanings, context, and filtering of the message. Active listening techniques can help you overcome such obstacles to effective communication. Ask a number of peers, subordinates/superiors to anonymously submit the percent of time you listen versus talk. Use these techniques to improve your listening skills:
 - give your honest attention to the speaker
 - let the speaker know you're listening by demonstrating your understanding--restate in your own words what you think the speaker said
 - make implicit assumptions explicit—say what you're thinking
 - listen for intellectual and emotional content to determine any underlying messages
 - avoid criticizing, evaluating, or judging the speaker while he or she is speaking.
 - focus on understand the speaker's message instead of thinking about your response while he/she is speaking
 - avoid interrupting others
 - when on the phone, avoid sorting through your in box or doing other work
 - when disagreeing, summarize what you think the speaker's position is before responding with your view
 - ask open ended questions to get more information. Use phrases beginning with "what," "how," "describe," or "explain." Avoid closed-ended questions that can be answered with "yes" or "no."
 - make good eye contact without staring at the speaker

- sit or stand squarely facing the other person and lean forward to express interest
 - look and take time to be genuinely interested in the speaker.
4. Observe unit chaplains and how they engage in effective listening. Most Army chaplains have had extensive training and education in communication skills and the art of listening. Watch them and learn.
 5. Avoid interrupting by mentally counting to three after others stop talking and before you start talking.
 6. Be aware that your speaking style directly influences how convincing you can be. Record yourself as you practice presenting your ideas or stating your position. Ask a peer who has a reputation for a good speaking style to help you analyze how you sound by discussing the following:
 - is your tone of voice and inflection consistent with the meaning of your words and the message intent?
 - does the pace of speech facilitate understanding?
 - is the level of enthusiasm and liveliness appropriate for the topic and setting?
 - do you use language that is clear enough for others to easily understand?
 7. When talking with soldiers, use open-ended requests or questions to facilitate better communication. Resist using closed-ended questions which can be answered with brief, uninformative responses. For example, instead of asking, “Do you like the dining facility food?”, say “Tell me about the last meal you ate in the dining facility.” Or, instead of “Does your squad leader tell you when you’ve done a good job?”, ask “How does your squad leader let you know that you’ve done a good job?”
 8. “Wargame” the next meeting/presentation/event at which you will verbally present your viewpoint. Make notes about key points, identify possible challenges to your position, and prepare notes on your response.
 9. Barriers may be disrupting your ability to get through to a difficult subordinate, peer, or superior. If you have problems communicating with a particular individual, examine your interaction using the barrier list below.
 - are you failing to understand or appreciate his or her personal motives?
 - are you showing unconcern or not giving feedback?
 - are you trying to protect your prestige or position while communicating?
 - are you withholding relevant information or telling half truths?
 - does either communicator have a hidden agenda or message?
 - is there excessive noise, other distractions, or lack of privacy?
 - are you intimidating subordinates?
 - are you distrusting the speaker or being distrusted?
 - are you talking down to subordinates?
 - are you failing to take the time or devote energy to listening?

Recommended Readings and Resources:

1. I Can See You Naked. Hoff, Ron. Kansas City, MO: Andrews and McMeel, 1992. This book provides numerous techniques on how to make fearless and successful presentations.
2. Persuasive Business Speaking. Snyder, Elayne. New York: AMACOM, 1990. Author clarifies the following advice for effective speakers: be prepared, be brief, be interesting, and be seated. This book also provides a concise but complete guide for putting together a focused presentation.

An effective *communicator* does the following:

WRITTEN-

- Is understood in a single rapid reading by the intended audience
- Puts the “bottom line up front”
- Is grammatically correct
- Uses the active voice
- Uses a reasonably simple style with appropriate format and organization
- Correctly and effectively uses facts and data to support the argument
- Presents ideas in a logical fashion by stating topics, supporting arguments, and conclusions.

Developmental Activities/Actions for *written communication*:

1. Ask your unit adjutant for copies of well written efficiency report narratives, memorandums, and decision papers. Use these examples as guides in the preparation of your own written work.
2. Put writing resources in your office and use them. At a minimum, all Army writers should regularly refer to a grammar/style reference book, a dictionary, a thesaurus, and AR 25-50 (Preparing and Managing Correspondence).
3. Write a short article for a professional military publication (e.g., your branch magazine). Request feedback from the editor on your writing style.
4. Always use a spell check if available and ensure you proofread your memos or reports two or three times before sending them.
5. Periodically, ask a trusted peer to read and critique your writing. Ask them to interpret your message and intent. Do this especially before forwarding important memorandums.
6. Enroll in a college-level writing course.

Recommended Readings and Resources:

1. DA Pam 600-67, Effective Writing for Army Leaders. This Pamphlet describes the Army's writing style.
2. The Little English Handbook. Corbett, Edward P. J. , & Finkle, Sheryl, L. Glenview, IL: Harper Collins, 1994. This inexpensive book is designed as a guide on basic grammar, style, paraphrasing, punctuation, and mechanics.
3. AR 25-50, Preparing and Managing Correspondence.

Influencing by effectively motivating: *Motivating* embodies using an individual's desires and needs to influence how he thinks and what he does. Motivating uses appropriate incentives and methods to reinforce individuals or groups as they effectively work toward task accomplishment and resolution of conflicts and disagreements. Coupled with influence, motivating involves empowering subordinate leaders to achieve organizational goals and properly rewarding their efforts as they achieve the goals.

“A system of awards and leadership that motivates the lower third of the men in an organization is necessary to create superior units. An award for the top man or men has little motivation value for the unit as a whole.”

-General Bruce C. Clarke

“People do what they do because of what happens to them when they do it.”

-Aubrey C. Daniels, Ph.D.

An effective *motivator* does the following:

- Continually articulates behavioral expectations of performance
- Assists subordinate leaders in learning how to meet expectations, provides feedback on performance, and holds subordinate leaders responsible to achieve the standard
- Assigns tasks to peers/subordinates with consideration for duty positions, capabilities, and developmental needs
- Provides subordinate leaders the rationale for tasks
- Apportions overall mission into smaller subtasks
- Allocates sufficient time for task completion
- Recognizes the good performance of subordinates at completion of tasks and respond to poor performance appropriately
- Attempts to meet the needs of subordinates
- Provides accurate, timely and (where appropriate) positive feedback
- Solicits and uses subordinate feedback to modify duties, tasks, requirements and goals when appropriate
- Justly applies disciplinary measures IAW prescribed procedures
- Keeps subordinates informed
- Accepts final responsibility for performance of the unit

Developmental Activities/Actions for *motivating*:

1. Get to know your subordinates and their needs. What rewards are important to them; what motivates them?
2. Be creative in rewarding positive performance. Avoid relying on the 3-day pass as a reward for everything. Ask your soldiers and NCOs for ideas, discuss these with your peers and supervisor. Review the list of potential reinforcers presented at Appendix F for ideas.
3. Make a daily habit of catching people doing something right and reinforce them. Praise can be a powerful motivator. Instead of looking for mistakes to punish, focus on finding examples of desirable behavior and then use praise to reinforce it quickly. For example, during a walk through the barracks or motor pool, focus on and identify more things going well than going wrong. Reinforce the positive and correct the negative. When you return to re-inspect the corrections, be sure once again to look for and reinforce the positive.
4. Meet with your NCO's and ask them what, if anything, is preventing them from achieving excellence in their METL tasks. Attempt to provide them the resourcing they need. If this is beyond your control, seek assistance from your higher.
5. Take the lead on figuring out how to get maximum benefit from the Hometown News Release Program. This is an easy way to acknowledge positive performance and help build unit pride. Use the Hometown News Release to acknowledge awards, school selection, APFT scores, a safe driving record, participation in exercises, championship sporting events, promotions, Soldier of Quarter, or assignment to or departure from the unit. See the battalion S-1 or installation PAO for information on how to make this program easy.
6. Share your OER Support Form (DA Form 67-9-1) with subordinate leaders, solicit their objectives and goals. Ensure your leadership team is in agreement so you can back each other up! There is nothing worse for motivation of a subordinate leader than to pursue an objective only to not be supported by his /her leader.
7. Visibly display your enthusiasm for the mission and organization. The more excited and energetic you are about the unit and achieving goals, the more committed your subordinates will be in supporting you. Convey how important unit goals and objectives are to you and how pleased you are that soldiers are willing to work with you.
8. State positive expectations to affect better performance. This is the basis for the *Self-fulfilling Prophecy*. Subordinates respond to their perception of our expectations in ways that often make our expectations become true. Examine and note what you say to others during the next 24 hours. Are you expressing positive or negative expectations?

9. Examine how you are reinforcing soldiers and make sure you are following these guidelines:
- Personalize the reinforcer as much as possible. Observe and communicate with subordinates to determine how they react to reinforcers available to you. Fit the reward to the individual (see the list of potential reinforcers at Appendix A).
 - Use reinforcement that fits the performance. Give small rewards for small successes and big rewards only for big successes.
 - Effective reinforcement should follow closely the desired behavior. Immediate praise from you is likely to be more effective than a letter from the battalion commander that is three weeks old.
10. Constantly work to make your unit climate an environment for high-performance where...
- the focus is clear
 - the work is challenging
 - soldiers feel appreciated
 - barriers to accomplishing the mission are at a minimum
 - resources are available to accomplish tasks
 - soldiers help and support each other
11. Determine your subordinates' perception of "what exists today" and "what is still needed." Ask subordinates the following to gain a clearer understanding of the current work environment and what is needed to develop a high performance environment:
- What have you done in the last three months that you are most proud of?
 - What is challenging about your work and what challenges do you like?
 - What duties give you a sense of job satisfaction?
 - Who appreciates the job you do? Where do you get your recognition?
 - What obstacles exist to doing your work?
 - What has motivated you in the past to work harder?
 - What resources are or are not available to do your job?
 - Where do you get your support?
12. Closely examine how you use reinforcement such as recommendations for passes, impact awards, letters of recognition, certificates, etc. Take corrective action if necessary. To maximally increase effective behavior through reinforcement, you should:³
- specify precisely what must be done to get the award (as much as possible, establish and publicize qualitative and quantifiable criteria).
 - recognize positive performance immediately and frequently.
 - tailor the reinforcement to the individual (ensure he/she values the award, certificate, praise, etc.).
 - reinforce all who are performing the specified behavior.

³ These rules were adapted from Daniels, A. C., 1994, Bringing Out the Best in People, New York: McGraw-Hill, p. 163.

13. Closely examine any attempts you might be making to motivate through public embarrassment such as a “dirty wrench” award for the weakest motor stables performance, or some other “award” used to recognize and highlight a dumb mistake or error. Seriously consider ending this practice. Public humiliation is a major fear for most people and some will lie, cheat, and steal to avoid embarrassment. Poor performers need positive reinforcement for improvement, not embarrassment.
14. Analyze your unit and work area(s) to ensure that basic individual needs are taken care of. Look for conditions that undermine motivation such as excessive heat or cold, noisy work areas, poor ventilation or lighting, lack of privacy or security for equipment, or absence of proper and necessary tools and equipment. Take action to correct or improve inadequate working conditions before attempting to motivate individuals with more traditional approaches such as reinforcement.
15. Deal with subordinates’ personal problems immediately. Personal problems might be severely affecting their motivation. Make it a priority for your unit leadership to help soldiers help themselves with problems such as child care conflicts, marital problems, personal or family illness, transportation problems, legal or financial problems, alcohol or drug problems, medical problems such as dental, vision, hearing, and pregnancy, and harassment or equal opportunity issues.

Recommended Readings:

1. You’ve Got to be Believed to Be Heard, Decker, Bert, 1993, New York, NY: St. Martin’s Press. Author explains how to effectively reach, persuade, and motivate with the spoken word. He gives examples and explains how to be more motivating in your speech.
2. Bringing Out the Best in People, Daniels, Aubrey C., 1993, New York, NY: McGraw-Hill. Author presents the principles of positive reinforcement and illustrates how to apply them to get top performance. Shows how to pinpoint, measure, and provide feedback on specific behaviors and results.
3. 1001 Ways to Reward Employees, Nelson, Bob, 1993, New York, NY: Workman Publishing. Author argues that people are motivated primarily by recognition. He identifies rewards of every conceivable type for many situations.
4. Reaching the Peak Performance Zone, Kushel, Gerald, 1994, New York, NY: AMACOM. Author contends that the difference between outstanding and average work is the internal drive to achieve peak performance. Peak performers can encourage others and teach them how to reach the zone.
5. Don’t Fire Them, Fire Them Up: A Maverick’s Guide to Motivating Yourself and Your Team, Pacetta, Frank, & Gittness, Roger, 1994, New York: Simon & Schuster. These authors show how to build and motivate any organization by building trust, creating loyalty, and generating enthusiasm.

6. Patterns of High Performance, Fletcher, Jerry L., 1993, San Francisco: Berret-Koehler. Included are techniques on how to revitalize tasks and find new ways of working through difficult situations.
7. The Seven Habits of Highly Effective People, Covey, Stephen R., 1989, New York: Simon & Schuster. Dr. Covey presents an integrated, principle-centered approach for solving personal and professional problems.
8. Bringing Out the Best in People, Daniels, Aubrey C., 1994, New York, NY: McGraw-Hill, Inc. Dr. Daniels examines how leaders use or fail to use positive reinforcement to achieve effective performance..
9. Goal setting - A Motivational Technique that works, Locke, E. A., & Latham, G. P., 1984. *Organizational Dynamics*, 8(2), pp. 68-80.

Influencing through effective ***decision-making***. *Decision-making* constitutes the ability to reach sound, logical conclusions based on an analysis of factual information and the readiness to take appropriate actions based on the conclusions.

An effective *decision-maker* does the following:

- Secures and analyzes relevant information about changing situations and emerging problems with the unit and uncovers critical issues affecting decision-making
- Recognizes and generates innovative solutions to problems
- Develops alternative courses of action and weighs their relative costs and benefits
- Exercises judgment to choose the most appropriate alternative for the circumstances

Developmental Activities/Actions for *decision-making*:

1. Formally involve subordinate leaders in deciding what to include in the platoon's training schedule.
2. Provide a formal risk analysis prior to a platoon EXEVAL.
3. Resist making "snap" decisions when time is available. Do the following when presented with your next problem. Define the problem and take time to generate solutions. Before selecting a solution, challenge yourself to think through how you would defend each alternative solution.
4. Before making a decision generate multiple possible decisions by doing the following. View each significant problem from at least three perspectives: your soldiers', a peer's, and a respected senior officer. Prepare notes to briefly outline their perspectives and discuss these with them before making your decision.
5. Make wise use of existing information when considering your decision. Successful decision-makers often look to the past and to others to determine what might be the best course of action. Talk with other leaders who might have worthwhile information regarding your issue. Seek out leaders who have dealt with the same issue and learn from what they've done.
6. Stop yourself from pushing your decision-making responsibilities upward. Take problems to your superior only when you have exhausted your ability to solve the problem. Provide your superior with background information and a recommendation.
7. Conduct a brainstorming session with subordinates or peers in order to understand all the issues affecting a decision. Follow these guidelines for brainstorming:
 - define the problem you're facing

- don't criticize ideas initially
 - be free to add to already suggested ideas or combine ideas
 - set a time limit to generate a sense of urgency
 - record all ideas
 - review the ideas to determine which could be implemented
8. Have a peer or your mentor observe your speech patterns and word choice for tentative language such as "I believe..." or "I'm not sure this is the best way, but..." Recognize that this approach can undermine confidence in your decisions.
 9. Take ownership of your decision and those of your superiors. Refrain from saying, "It's not my idea, but we are going to do _____ anyway," or "It was the Captain's idea, not mine to do this."

Recommended Readings:

1. The Confident Decision Maker. Dawson, Roger. New York: William Morrow & Company, 1992. The author explains the core of confident, effective and systematic decision making.
2. The Defense of St. Vith: A Case Study in Battle Leadership. Morelock, Jerry. Army Research Fellow, National Defense University, pp. 175-288, April, 1994.
3. The Commanders, Woodward, Bob. New York: Simon & Schuster, 1991. Author outlines some of the behind the scenes decision making processes of the Bush Administration.

Action Grouping #2 - *Operating*: *Operating* implies a focus on action to meet the immediate situation (with a time horizon from minutes to months) that requires standard procedures and structures with an expectation of prompt, measurable results. Usually it has a relatively clear linkage between cause and effect and contains much hard data often conveniently available for decision-making. Our ability to operate effectively is dependent on three specific behaviors:

how we *plan*
how we *execute*
how we *assess*

Each of these behaviors is discussed below along with suggested developmental activities and actions you can engage in now. These are designed to help you improve your leadership behavior.

***Operating* with competence through effective *planning*:** *Planning* (and organizing) establishes a course of action for oneself and others to accomplish goals. Planning establishes priorities and appropriately allocates time and resources (to include people).

“If you don’t know where you’re going, any road will get you there.” Anonymous

“Plans are useless, but planning is essential.”

-General Dwight D. Eisenhower

An effective *planner* does the following:

- Balances competing demands and sets task priorities
- Recognizes and resolves time and date conflicts
- Meets deadlines for assigned tasks, mastery of tactical and technical knowledge, and completion of duties
- Develops detailed, executable plans that are feasible, acceptable, and suitable
- Effectively uses planning techniques to develop courses of action based on the desired outcome
- Adequately adapts plan from higher headquarters to own unit
- Prepares and issues orders and directives
- Reasonably adheres to the “1/3 - 2/3 Rule”
- Follows commander’s intent
- Sufficiently allocates appropriate resources
- Adequately addresses likely contingencies and remains flexible
- Includes and accomplishes adequate coordination
- Personally arrives on time and meets deadlines

- Delegates work not necessary for the leader (self) to do
- Establishes milestones and conducts interim progress reviews (IPRs) to monitor progress toward goal completion

Developmental Activities/Actions for *planning*:

1. Recognize that a 70% plan provided on time to subordinates is preferred to a 100% plan that is late. Ensure you are allowing subordinates sufficient time to respond and adapt to your plan. Follow the “1/3 - 2/3 Rule.”
2. Allocate training time for you and your subordinate leaders to conduct a tactical planning exercise. Obtain copy of higher unit OPORD and go through the entire process. Conduct an AAR.
3. When opportunities arise volunteer to serve as an OC of another unit. Make a special effort to observe leaders during the planning process. If appropriate, facilitate an AAR on the planning process.
4. Find out which of your peers is considered to be a good tactical planner. Shadow this person as they conduct the planning process.
5. Involve qualified subordinates in the planning process right from the start to use their experience, skills, and expertise. Participation can also lead to their personal investment in reaching unit goals.
6. Involve your subordinate leaders in developing a plan to accomplish a unit goal. Lead them through the “backward” planning process and identify key milestones.
7. Consult with skilled planners such as company commanders, the S-3, and experienced supply sergeants. Observe and ask about their planning process; review their written plans; observe their tracking systems; and ask them to give feedback regarding your plans.
8. Study the battalion commander’s quarterly training guidance and consider its implications for your unit. Discuss these implications with your supervisor, peers, and immediate subordinates.
9. Effective planners cover all bases by ensuring they have answered the questions listed below. Examine a training exercise, program, or event that you are planning right now. Write down answers to these questions and present a briefing or update for your boss organized around your responses.
 - WHAT must be done to reach our objective?
 - WHY must it be done? Does the end state justify the investment of resources?
 - WHEN should it be done? What are the dates, time-frames, and deadlines that should be selected and coordinated?
 - WHO should do the task(s)?

- WHERE should it be done?
 - HOW should it be done?
10. Ensure you know and understand your commander's vision for the unit. Discuss the vision with the commander. Consider how you can incorporate that vision into your day-to-day training and operations.
 11. Ask to study planning documents (e.g., OPLANs, SOPs, LOIs) created by your peers, especially those who have been in the job for more than six months. Ask them to clarify what works and what doesn't. Use and improve their products.
 12. Visit the battalion, brigade, or division S3/G3 shop. Ask to see the long range plans and have someone explain how they are nested within higher level plans.
 13. Work closely with the commander or S3 on preparation for the next quarterly training briefing. Start early and follow the entire process through.
 14. Ask a trusted peer to play "devil's advocate" by confronting you with all possible things that could go wrong with your plan. Make appropriate changes and contingency plans for issues that are uncovered.
 15. Study, refresh, know, and practice troop-leading procedures. These procedures work not only on the battlefield, but also serve as the basic process or general framework to ensure leaders get the right things done during peace.
 - Receive the Mission
 - Issue the Warning Order
 - Make a Tentative Plan
 - Initiate necessary Movement
 - Conduct a Reconnoiter
 - Complete the Plan
 - Issue Orders
 - Supervise and refine

Recommended Readings:

1. Vision: How Leaders Develop It, Share It, and Sustain It, Quigley, Joseph V., New York: McGraw-Hill, 1993. Author describes how to develop and implement a vision and strategy, and discusses how to put it into practice.
2. Department of the Army, FM 25-100, Training the Force, 1988. See especially Chapter 3 on Planning.
3. Department of the Army, FM 25-101, Battle Focused Training.

***Operating* with competence through effective *execution*:**

Execution comprises the ability to complete individual and unit assigned tasks according to specified standards and within certain time criteria or event criteria

“When the going gets tough, the tough get going.”

-Vince Lombardi

An individual who *executes* effectively does the following:

- Copes adequately with obstacles, difficulties, and hardships
- Remains committed to excellence even when things get tough
- Puts plans into action
- Completes assigned individual or unit tasks to meet standards and the commander's intent
- Follows plans and adjusts when necessary
- Reports status up the chain of command
- Makes use of available time for preparation, checks and rehearsals
- Maintains good accountability of people and equipment
- Makes necessary spot corrections
- Influences events and makes things happen with available resources
- Handles a fluid environment
- Guides and coaches subordinates
- Establishes and employs procedures for monitoring, coordinating and regulating actions and activities of subordinates
- Keeps track of who is assigned to do what and when; adjusts assignments if necessary; follows up
- Encourages initiative

Developmental Activities/Actions for *executing*:

1. Conduct the quarterly M-16 zero and qualification range.
2. Conduct rehearsal of a tactical road march prior to executing.
3. Identify a peer who is acknowledged as an expert at a METL task. Walk along/shadow this leader during the execution of that task.
4. Have your NCOs describe their responsibilities and the specific duties that they'll be focusing on during an upcoming training event. Look for gaps or areas which may be receiving dual coverage. Use this exercise as a means of focusing your efforts more effectively. Record the lessons learned and use these during subsequent planning.
5. Promote aggressiveness and initiative in subordinates by allowing them to execute as they see fit within your broadly defined intent.

6. Informally and periodically ask your subordinates, “What can I do to help you be more effective?” Show openness and listen carefully to what they tell you.
7. Practice executing effectively by recognizing and eliminating common time wasters such as the following:
 - scheduling too much time for a task and allowing the work to expand to fill the time available.
 - putting off or delaying doing things that you do not like or want to do.
 - lacking or having ambiguous or ill-communicated plans, objectives, goals, and priorities.
 - failing to appropriately delegate tasks due to fear of losing control or not succeeding.
 - allowing too many interruptions or distractions during training.
 - engaging in or allowing too much socializing by failing to terminate meetings, conversations, or phone calls.
 - failing to assess and measure how time is being spent; this often leads to making the same mistakes.
 - suffering from indecision.
 - attending to details that could be handled by others.

Recommended Readings:

1. Department of the Army, FM 25-100, Training the Force, 1988. Pay close attention to Chapter 3, Execution.
2. Moving Mountains: Lessons in Leadership and Logistics from the Gulf. Pagonis, William G., Boston, Mass. : Harvard Business School Press, 1992.
3. The Killer Angels. Shaara, Michael. New York: Ballantine Books, 1975.
4. Undaunted Courage. Abrose, Stephen E. New York: Simon & Schuster, 1996.

Operating effectively by properly ***assessing***: *Assessing* refers to effectively and appropriately using after action reviews (AARs) and evaluation tools to facilitate continual improvement.

“Learn to be a good and competent inspector. Those things not inspected are neglected.”
-General Bruce C. Clarke

An individual who competently *assesses* does the following:

- Observes actions in progress
- Correctly evaluates results based on standards
- Recognizes poor performance and corrects it
- Recognizes and reinforces success
- Sorts out important actual and potential problems
- Conducts/facilitates after action reviews (AARs) and identifies “lessons learned”
- Determines cause and effect relationships, and contributing factors for each identified problem
- Conducts in-progress reviews during long-term preparation

Developmental Activities/Actions for *assessing*:

1. Review your METL tasks with subordinate leaders. Come to an agreement as to what “trained”, “practice”, and “untrained” looks like for each task.
2. Write out your objectives for a specific rating period in terms of clear, measurable outcomes. Share this with subordinates and determine how to assess whether or not the unit is attaining the outcome.
3. Review the guidelines and procedures for conducting effective after action reviews (AARs) set forth in FM 25-100 (Training the Force), FM 25-101 (Battle Focused Training), and FC 25-20 (A Leader’s Guide to After Action Reviews). Build the AAR process into each significant training event.
4. Become proficient at assessing individual NCO performance. Study and become familiar with the NCO-ER and how to write administratively correct and influential reports. Write an example of what you think would be a great report, a moderately successful report, and a weak report. Ask the 1SG or CSM to review these and provide you with feedback. Do this before you write actual reports.
5. Observe another unit during a training event and assist battalion observers in developing their assessment.

6. Observe AARs at platoon and company levels during the External Evaluation of another unit.
7. Meet with battalion staff before a unit evaluation (e.g., command inspection, EXEVAL). Ask for copies of the checklists they'll use to evaluate your unit. Assess your unit now based on these checklists and focus your training on the identified deficiencies.
8. Assess your unit by conducting an abbreviated unit climate survey. Study DA Pam 600-69, Unit Climate Profile. Ask for assistance from your commander or the battalion staff. Discuss the results with an officer or senior NCO you respect to gain insight into climate factors such as cohesiveness, morale, attitude toward training, and living/working conditions.
9. Communicate your standards and expectations before any event, activity, or performance that you deem worthy of assessment. For example, if you intend to inspect (that is, assess) barracks rooms, then ensure you have established the inspection standards and have communicated them through the chain of command. Then, assess based on the criteria, provide feedback, take corrective action where necessary, and reinforce those who meet or exceed the standard.
10. Discuss with your supervisor opportunities to participate in battalion command inspections as an inspector or during EXEVALS as a controller/evaluator. Use these opportunities to help clarify standards and to see how others prepare for and complete the mission.

Recommended Readings:

1. FM 25-100, Training the Force.
2. FM 25-101, Battle Focused Training.
3. FC 25-20, A Leader's Guide to After Action Reviews.
4. AR 600-18-8, Officer Evaluation Reporting System.
5. AR 623-205, Enlisted Evaluation Reporting System.

Action Group #3 - *Improving*: *Improving* implies a focus on sustaining and renewing the development of individuals and the institution (with a time horizon from months to decades) that requires a need for experimentation and innovation. *Improving* focuses on affecting people, organizations, and systems in ways that positively influence future events. Our ability to improve people and organizations is dependent on three specific actions:

developing
building
learning

***Improving* by effectively *developing*:** *Developing* embraces the art of teaching, training, coaching, and counseling subordinates to increase their knowledge, skills, and confidence. We *develop* the competence and self-confidence of subordinate leaders through role modeling and/or training and having them engage in developmental activities related to their current or future duties.

An individual who effectively *develops* subordinates does the following:

- Sets the example by displaying high standards of duty performance, personal appearance, and personal conduct
- Clearly explains tasks and sets realistic standards
- Designs tasks to provide practice for subordinates where needed
- Creates an atmosphere in which good performance is expected, superior performance is recognized, and poor performance is unacceptable
- Guides subordinates in thinking through problems for themselves; coaches, counsels, evaluates and assesses subordinates
- Expands/enhances the competence and self-confidence of subordinates
- Encourages initiative by underwriting honest mistakes
- Builds on success and improves weaknesses
- Clearly articulates expectations and sets realistic standards
- Anticipates mistakes and offers assistance
- Enhances effectiveness and self-esteem of subordinates
- Routinely asks subordinate “how they are doing,” or “what is distracting from excellence”

Developmental Activities/Actions for *developing*:

1. Prepare a subordinate to stand in for you at a meeting, inspection, or planning session. Observe him or her and provide critical and constructive feedback.

2. Conduct an initial counseling session with all subordinate leaders within 30 days of arrival. Explain the scope of their responsibilities and key tasks.
3. Require subordinate leaders to bring a self-assessment of their leadership to counseling sessions.
4. Stay alert for articles, news reports, and media information that might be useful to others. Discuss them with peers or subordinates and pass them on.
5. Give subordinate leaders assignments or tasks that take them out of their comfort zone. For example, require them to interface directly with the commander to gain experience working directly with senior officers.
6. Prioritize and support developmental activities that are in the best long range interest of the Army: individual Army schools, college courses, warrant officer and OCS applications, self-development activities.
7. Offer to give a presentation to peers and subordinates concerning nonjudicial punishment and administrative options (e.g., extra training, bar to reenlistment, counseling, MOS reclassification, separation, denial of pass privilege) that you can recommend as developmental tools.
8. Discourage upward delegation! Ask subordinates for their recommendation to fix problems. Provide expertise and additional resources if necessary instead of taking over subordinate tasks.
9. Delegate to the lowest level possible. Compare and discuss with your peers the missions and tasks you are delegating. Reassign the work load based on these discussions so that subordinates have greater opportunity to develop.
10. Recognize your responsibility to ensure new soldiers receive an effective orientation to their jobs, their team, section, or squad, and the unit. Closely examine each aspect of the inprocessing/orientation process to ensure they support your goals and objectives for the unit.
11. Together with subordinate leaders, develop and post a succession plan for your unit. Identify the next position each person will move into and a tentative date of the move.
12. Expand subordinate responsibility. Examine the overall picture of your unit to determine which subordinates are not being challenged by their current assignments. Look for ways to provide the skills, resources, and experiences that will enable them to handle more challenging work. Then assign that work to them. Discuss with your peers the specific duties and responsibilities their subordinates have. Look for ways to expand jobs.

13. Lead a discussion with subordinates or peers regarding the organization of your higher headquarters. Use a copy of the organizational chart and assign people to explain the major functions of other units within the command. Have the group identify areas of interdependence, support, and effects on your unit's mission.
14. Stabilize leader time in positions to where individuals remain long enough to achieve excellence as well as fulfill their responsibility to develop subordinates.
15. Identify and mentor soldiers who demonstrate the potential for serving the Army as officers. Help them interpret the appropriate regulations (AR 351-5, Army Officer Candidate Schools; AR 351-17, United States Military Academy and United States Military Academy Preparatory School Admissions Program).
16. Jointly build developmental plans for your subordinates. Use the support form format but ensure the following features are met.⁴
 - Specificity: State specifically and concretely each goal and objective. Describe the skills or knowledge that will be gained as a result of each goal or objective.
 - Commitment: Subordinates will be more committed to goals they choose and plans they develop. Likewise, you must be committed to providing the opportunities and resources needed by the subordinate to fulfill the plan.
 - Small, reasonable steps: Expecting too much too soon can discourage. Divide developmental activities into small steps that lead to the ultimate goal.
 - Support and feedback: Provide support in terms of resources, time, feedback, reinforcement, and encouragement.
 - Specific time frame for accomplishment: Schedule target dates for completion and dates for in progress reviews.

Recommended Readings:

1. Developing High-Performance People, Mink, Oscar G., Keith, Owen Q., & Mink, Barbara P., Reading, MA: Addison-Wesley, 1993. Authors address skills needed to emphasize self-managed works teams, empowering subordinates, and organizational learning.
2. Analysis for Improving Performance, Swanson, Richard A. San Francisco: Berrett-Koehler, 1994. This book presents exercises, examples, worksheets, and forms which can help leaders lay the foundation for successful performance programs. Clear steps help define the problem and desired outcomes with specific interventions to meet the goal.

⁴ Adapted from Davis et al., 1992.

Improving the organization by effectively **building**: *Building* focuses on sustaining and renewing the institution. It involves actions that indicate commitment to the achievement of group or organizational goals; timely and effective discharge of operational and organizational duties and obligations; working effectively with others; and compliance with and active support of organizational goals, rules, and policies. Building enhances group cohesion.

An individual who effectively *builds* subordinates and organizations does the following:

- Develops a unit climate based on mutual trust, respect, and confidence
- Participates for the good of the unit in activities, functions, etc.
- Participates in team/mission accomplishment without being specifically requested to do so
- Spends time and resources improving teams, groups, and units
- Gets people to work effectively with each other
- Promotes teamwork and team achievement by setting the example as a “team player”
- Offers suggestions but always supports chain of command
- Volunteers in useful ways that are not self-serving
- Remains positive when situations are confusing or changing
- Properly executes higher headquarters decisions - even unpopular ones
- Gives same good effort whether in charge or not
- Supports equal opportunity and prevention of sexual harassment programs
- Deliberately plans activities to maximize interaction of soldiers toward a positive outcome; builds cohesion
- Stabilizes key personnel to increase unit cohesion

Developmental Activities/Actions for *building*:

1. Publicly acknowledge good team performance during formations or meetings. Let your subordinate teams know that they’re making a difference by recognizing them through a personal note, a note on the unit bulletin board, or in formation.
2. Organize one social event per quarter for your platoon, squad, or team (e.g., barbecues, lunches, breakfasts). When possible, coordinate these with the successful completion of actions or training events.
3. Brief your platoon, squad, or team once a month on priorities and mission focus. Emphasize where the unit is headed and why.
4. Invite your subordinate leaders and their families over for a backyard barbecue occasionally, or just take a subordinate leader to lunch occasionally. Instead of talking shop, relax and allow the families to get to know each other. Strengthen your

relationship with your most critical team members by getting to know the whole person.

5. Build trust and a positive unit climate by committing yourself to sharing information. Practice these behaviors:
 - Use your unit bulletin board to keep people up to date.
 - Occasionally eat in the dining facility with subordinates or peers and listen.
 - Keep your supervisor, peers, and subordinates up-to-date by submitting a monthly activity report for your unit. Address where the unit's been, where it's going, and your impressions.
 - Never "shoot" the messenger of bad news.
 - Be quick and concise in delivering bad news. Do not think it will go away or wait for a better time. Always report it with a recommendation and accurate status.
 - At the end of each day, ask yourself what occurred that should be reported to other people.
 - Return phone and email messages promptly.
 - Update your supervisor, peers, and soldiers, even when nothing new has happened.
 - Allow others to express contrary viewpoints.
6. Actively participate in selected squad/section level training activities.
7. In coordination with the platoon NCOs, develop a platoon METL list showing strengths and weaknesses. Brief the CO on your findings and allow NCOs to handle segments of the briefing.
8. Conduct a performance oriented counseling session with each immediate subordinate using a written support form. Allow the NCO to discuss current perceptions of his or her role and the work he/she does. Focus on similarities and differences from your expectations. Arrive at a consensus and record it.
9. As soon as possible, meet with new soldiers or NCOs to discuss your expectations and those of the chain of command, and to identify their expectations. Help the new individual prioritize duties to give job focus and to build support for your mission.
10. Conduct unit leader professional development sessions that focus on topics relevant to officer, warrant officer, and NCO leadership.
11. Lead a discussion with a group of your subordinate leaders using your commander's OER support form and the vision statement of the battalion or brigade commander. During this discussion, develop your own unit vision statement and a collective support form for the unit. Solicit input from subordinates on what they can do to achieve goals and objectives.
12. Post your vision and unit mission so that soldiers can see them. Talk about them often. Recognize that making these clear to others is a process, not an event. Continually communicate and clarify your unit's progress toward mission accomplishment.

Recommended Readings:

1. Effective Teamwork. West, Michael. Leicester, England: BPS Books, 1994.
2. Team Leader's Survival Guide. George, Mil A. and Jeanne M. Wilson, New York: McGraw Hill, 1997.
3. The Winner Within: A Life Plan for Team Players. Riley, Pat, New York: Putnam's Sons, 1993.

Improving the organization through learning: *Learning* involves an essential shift or progress of the mind where creation is evident and enjoins activities such as re-engineering, envisioning, changing, adapting, moving into and creating the future.

“Organizations learn only through individuals who learn.”

- Peter Senge, The Fifth Discipline

An individual who is prepared and is open to *learning* does the following:

- Embraces change and is adaptable to a future orientation
- Uses experience to improve both themselves and the unit
- Actively seeks self-improvement
- Fosters a learning environment within the unit
- Acts to expand personal and unit knowledge and capabilities
- Implements needed change
- Applies lessons learned
- Asks incisive questions
- Designs innovative and exciting ways to train
- Endeavors to broaden understanding through teaching and training
- Keep soldiers informed; does not withhold information
- Underwrites honest mistakes

Developmental Activities/Actions for *learning*:

1. Allow subordinates to move ahead with their ideas unless you have a major Problem or concern with their plan. Remember that learning from mistakes is an effective and common way for people to develop abilities.
2. When soldiers confront you with a problem, respond with “what would you recommend?” This encourages them to take charge of their learning. Recognize that solutions often take time to develop. Allow people to bring partially developed solutions and then have them struggle with difficult problems and issues before demanding or asking for a more developed solution.
3. Based on AAR comments, work with subordinate leaders to develop a strategy to correct short comings of unit training.
4. Identify and meet with an officer or senior NCO who recently led his or her unit through a MTOE change such as weapon system conversion or upgrade, or moved

- fixed facilities such as barracks or motor pools. Discuss his or her approach and the problems or issues that were encountered. Present your plans or issues to this person and ask for feedback.
5. Ask newly assigned soldiers to help you evaluate the effectiveness of the unit by providing feedback at designated points - such as during inprocessing, after one month, and after three months in the unit. Write down their feedback and compare it with that from other newly assigned soldiers. Look for trends and learn from them.
 6. Seek and generate additional challenges and let your leaders know you are looking for increased responsibility and personal growth.
 7. Focus on your learning priorities by keeping a list of things you want to learn during the next three months, year, three years, and five years. Show this list to your mentor and develop a plan that involves continuing effort.
 8. Make some form of public commitment to your learning goals so others will encourage you to reach them. Show your goals to others, talk about them, and post them where you'll be reminded daily.
 9. Share your mistakes by talking through the mistake with others you trust. This will often increase your understanding of the situation. Solicit their input regarding what you might do differently in the future. Openly discussing mistakes will increase learning and can help build the organization through developing trust.
 10. Conduct "exit" briefings with soldiers who are departing your unit (after they have received evaluations). Ask them for a candid opinion of what the unit needs to do to improve.
 11. Read the major publications for your branch and specialty (see the list at Appendix E). Copy and circulate the most stimulating and relevant articles. Briefly discuss these at staff meetings, OPD sessions, etc.
 12. Fight the tendency to respond defensively to criticism. Defensiveness stops others from giving you information you need in order to learn from your performance.
 - View defensiveness as the enemy. Don't argue, explain, or debate negative feedback. Instead, ask questions to clarify the feedback you are receiving and to help the person who is giving the feedback to be more precise in his or her feedback.
 - Summarize the feedback to ensure that you fully heard and understood it.
 - Ask trusted colleagues to tell you when you are reacting defensively. Eliminate the behavior they label as defensive.
 13. Set the example for "thinking out of the box" about problems or conditions that require change or action. Generate and support alternative and innovative approaches that are potentially possible and feasible. Reward people for generating ideas by thanking them and telling others about their good ideas.

14. Promote a climate in which people initially encourage, rather than criticize, new ideas. Allow people to express partially developed ideas and encourage others to discuss what they like, rather than what they dislike, about the ideas. Emphasize that innovative thinking is a part of everyone's job.

Recommended Readings:

1. Influence Without Authority, Cohen, Allan R., & Bradford, David F., New York, NY: John Wiley and Sons, 1991. Authors present a practical method for creating change and partnership in organizations.
2. Getting Things Done When You Are Not in Charge, Bellman, Geoffrey M., San Francisco: Berrett-Koehler, 1992. This book serves as a guide to successfully bring about change in an organization without having a great deal of formal power.
3. Leading Change, O'Toole, James, San Francisco, CA: Jossey-Bass, 1992. Insights on how to use leadership based on moral values of integrity, trust, and commitment to doing what's best for leading an organization through change.
4. Leadership When the Heats On, Cox, Danny & Hoover, John, New York: McGraw-Hill, 1992. Authors propose that leadership is making a positive difference in the lives of those around you. This book serves as a guide on how to be a leader during times of change and uncertainty.
5. The Fifth Discipline: The Art and Practice of the Learning Organization, Senge, Peter M., New York: Doubleday, 1992. Author presents the learning organization as an alternative to the tradition authoritarian hierarchical approach.
6. The Fifth Discipline Fieldbook, Senge, Peter, New York: Doubleday, 1994. Applies Senge's theory regarding a learning organization. Book is designed to help create an organization where collaboration in the lifeblood of every endeavor and people ask tough questions without fear.
7. The Seven Habits of Highly Effective People, Covey, Stephen R., New York: Simon & Schuster, 1989. Dr. Covey presents an integrated, principle-centered approach to adapting to change and taking advantage of new opportunities.

APPENDIX A

CODE OF CONDUCT⁵

Background: As a member of the Armed Forces of the United States you are protecting your nation. It is your duty to oppose all enemies of the US in combat or, if a captive, in a prisoner of war compound. Your behavior is guided by the Code of Conduct, which has evolved from the heroic lives, experiences and deeds of Americans from the Revolutionary War to the Southeast Asian Conflict.

Your obligations as a US citizen and a member of the Armed Forces result from the traditional values that underlie the American experience as a nation. These values are best expressed in the US Constitution and Bill of Rights, which you have sworn to uphold and defend. You would have these obligations—to your country, your Service and unit, and your fellow Americans—even if the Code of Conduct had never been formulated as a high standard of general behavior.

Just as you have a responsibility to your country under the Code of Conduct, the US Government has a dual responsibility—always to keep faith with you and stand by you as you fight for your country. If you are unfortunate enough to become a prisoner of war, you may rest assured that your Government will care for your dependents and will never forget you. Furthermore, the Government will use every practical means to contact, support and gain release for you and for all other prisoners of war.

To live up to the Code, you must know not only its words but the ideas and principles behind those words.

These pages contain the Code, an explanation of its principles and a statement of the standards expected of you.

The Code of Conduct is an ethical guide. Its six articles deal with your chief concerns as an American in combat; these concerns become critical when you must evade capture, resist while a prisoner, or escape from the enemy.

Experiences of captured Americans reveal that to survive captivity honorably would demand from you great courage, deep dedication and high motivation. To sustain these personal values throughout captivity requires that you understand and believe strongly in our free and democratic institutions, love your country, trust in the justice of our cause, keep faithful and loyal to your fellow prisoners, and hold firmly to your religious and moral beliefs in time of trial.

Your courage, dedication, and motivation supported by understanding, trust, and fidelity will help you endure the terrors of captivity, prevail over your captors and return to your family, home, and nation with honor and pride.

NOTE: The Code of Conduct for members of the Armed Forces of the US was first promulgated by President Eisenhower August 17, 1955. The Code, including its basic philosophy, was reaffirmed on July 8, 1964, in DOD Directive No. 1300.7. On November 3, 1977, President Carter amended Article V of the Code. On March 28, 1988, President Reagan amended Articles I, II and VI of the Code. The Code, although first expressed in its written form in 1955, is based on time-honored concepts and traditions that date back to the days of the American Revolution.

⁵ Reprinted from DA Pam 360-512

The CODE

- 1. I am an American, fighting in the forces which guard my country and our way of life. I am prepared to give my life in their defense.**

All men and women in the Armed Forces have the duty at all times and under all circumstances to oppose the enemies of the US and support its national interests. In training or in combat, alone or with others, while evading capture or enduring captivity, this duty belongs to each American defending our nation regardless of circumstances.

- 2. I will never surrender of my own free will. If in command, I will never surrender the members of my command while they still have the means to resist.**

As an individual, a member of the Armed Forces may never voluntarily surrender. When isolated and no longer able to inflict casualties on the enemy, the American soldier has an obligation to evade capture and rejoin friendly forces.

Only when evasion by an individual is impossible and further fighting would lead only to death with no significant loss of the enemy should only consider surrender. With all reasonable means of resistance exhausted and with certain death the only alternative, capture does not imply dishonor.

The responsibility and authority of a commander never extends to the surrender of a command to the enemy while the command has the power to fight and evade. When isolated, cut off, or surrounded, a unit must continue to fight until relieved or able to rejoin friendly forces through continued efforts to break out or evade the enemy.

- 3. If I am captured I will continue to resist by all means available. I will make every effort to escape and aid others to escape. I will accept neither parole nor special favors from the enemy.**

The duty of a member of the Armed Forces to use all means available to resist the enemy is not lessened by the misfortune of captivity. A POW is still legally bound by the Uniform Code of Military Justice and ethically guided by the Code of Conduct. Under provisions of the Geneva convention, a prisoner of war is also subject to certain rules, such as sanitation regulations. The duty of a member of the Armed Forces to continue to resist does not mean a prisoner should engage in unreasonable harassment as a form of resistance. Retaliation by captors to the detriment of that prisoner and other prisoners is frequently the primary result of such harassment.

The Geneva Convention recognized that a POW may have the duty to attempt escape. In fact, the Geneva Convention prohibits a captor nation from executing a POW simply for attempt escape. Under the authority of the senior official (often called the senior ranking officer, or "SRO") a POW must be prepared to escape whenever the opportunity presents itself. In a POW compound, the senior POW must consider the welfare of those remaining behind after an escape. However, as a matter of conscious determination, a POW must plan to escape, try to escape, and assist others to escape.

Contrary to the spirit of the Geneva Convention, enemies engaged by US forces since 1950 have regarded the POW compound an extension of the battlefield. In doing so, they have used a variety of tactics and pressures, including physical and mental mistreatment, torture and medical neglect to exploit POWs for propaganda purposes, to obtain military information, or to undermine POW organization, communication and resistance.

Such enemies have attempted to lure American POWs into accepting special favors or privileges in exchange for statement, acts, or information. Unless it is essential to the life or welfare of the person or another prisoner of war or to the success of efforts to resist or escape, a POW must neither seek nor accept special favors or privileges.

One such privilege is called parole. Parole is a promise by a prisoner of war to a captor to fulfill certain conditions—such as agreeing not to escape nor to fight again once released—in return for such favors as relief from physical bondage, improved food and living condition, or repatriation ahead of the sick, injured, or longer-held prisoners. Unless specifically directed by the senior American prisoner of war at the same place of captivity, an American POW will never sign nor otherwise accept parole.

- 4. If I become a prisoner of war, I will keep faith with my fellow prisoners. I will give no information or take part in any action which might be harmful to my comrades. If I am senior, I will take command. If not, I will obey the lawful orders of those appointed over me and will back them up in every way.**

Informing, or any other action to the detriment of a fellow prisoner, is despicable and is expressly forbidden. Prisoners of war must avoid helping the enemy identify fellow prisoners who may have knowledge of particular value to the enemy and who may, therefore, be made to suffer coercive interrogation.

Strong leadership and communication are essential to discipline. Discipline is the key to camp organization, resistance, and even survival. Personal hygiene, camp sanitation, and care of sick and wounded are imperative. Officers and noncommissioned officers of the United States must continue to carry out their responsibilities and exercise their authority in captivity. The senior, regardless of Service, must accept command. This responsibility, and accountability, may not be evaded.

If the senior is incapacitated or is otherwise unable to act, the next senior person will assume command. Camp leaders should make every effort to inform all PWs of the chain of command and try to represent them in dealing with enemy authorities. The responsibility of subordinates to obey the lawful orders of ranking American military personnel remains unchanged in captivity.

The Geneva convention Relative to Treatment of Prisoners of War provides for election of a “prisoner” representative” in POW camps containing enlisted personnel, but no commissioned officers. American POWs should understand that such a representative is only a spokesman for the actual senior ranking person. Should the enemy appoint a POW chain of command for its own purposes, American POWs should make all efforts to adhere to the principles of Article IV.

As with other provisions of this code, common sense and the conditions of captivity will affect the way in which the senior person and the other POWs organize to carry out their responsibilities. What is important is that everyone support and work within the POW organization.

- 5. When questioned, should I become a prisoner of war, I am required to give name, rank, service number, and date of birth. I will evade answering further questions to the utmost of my ability. I will make no oral or written statements disloyal to my country and its allies or harmful to their cause.**

When questioned, a prisoner of war is required by the Geneva Conventions and this Code to give name, rank, service number (SSN) and date of birth. The prison should make every effort to avoid giving the captor and additional information. The prisoner may communicate with captors on matters of health and welfare and additionally may write letters home and fill out a Geneva Convention "capture card."

It is a violation of the Geneva Convention to place a prisoner under physical or mental duress, torture, or any other form of coercion in an effort to secure information. If under such intense coercion, a POW discloses unauthorized information, made an unauthorized statement, or performs an unauthorized act, that prisoner's peace of mind and survival require a quick recovery of courage, dedication, and motivation to resist anew each subsequent coercion.

Actions every POW should resist include making oral or written confessions and apologies, answering questionnaires, providing personal histories, creating propaganda recordings, broadcasting appeals to other prisoners of war, providing any other material readily usable for propaganda purposes., appealing for surrender or parole, furnishing self-criticisms, communicating on behalf of the enemy to the detriment of the United State, its allies, its Armed Forces, or other POWs.

Every POW should also recognize that any confession signed or any statement made may be used by the enemy as a false evidence that the person is a "war criminal" rather than a POW. Several countries have made reservations to the Geneva Convention in which they assert that a "war criminal" conviction deprives the convicted individual of prison of war status, removes that person from protection under the Geneva Convention, and revokes all rights to repatriation until a prison sentence is served.

Recent experiences of American prisoners of war have proved that, although enemy interrogation sessions may be harsh and cruel, one can resist brutal mistreatment when the will to resist remains intact.

The best way for prisoner to keep faith with country, fellow prisoners and self is to provide the enemy with as little information as possible.

6. I will never forget that I am an American fighting for freedom, responsible for my action, and dedicated to the principles which made my country free. I will trust in my God and in the United States of America.

A member of the Armed Forces remains responsible for personal actions at all times. A member of the Armed Forces who is captured has a continuing obligation to resist and to remain loyal to country, Service, unit and fellow prisoners.

Upon repatriation, POWs can expect their actions to be reviewed, both as to circumstances of capture and conduct during detention. The purpose of such review is to recognized meritorious performance as well as to investigate possible misconduct. Each review will be conducted with due regard for the rights of the individual and consideration for the conditions of captivity, for captivity of itself is not a condition of culpability.

Members of the Armed Forces should remember that they and their dependents will be taken care of by the appropriate Service and that pay and allowances, eligibility and procedures for promotion, and benefits for dependents continue while the Service member is detained. Service members should assure that their personal affairs and family matters (such as pay, powers of attorney, current will, and provisions for family maintenance and education) are properly and currently arranged. Failure to so arrange matters can crate a serious sense of guilt for POW and place unnecessary hardship on family members.

The life of a prisoner of war is hard. Each person in this stressful situation must always sustain hope, must resist enemy indoctrination. Prisoners of war standing firm and united against the enemy will support and inspire one another in surviving their ordeal and in prevailing over misfortune with honor.

APPENDIX B

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APPENDIX C

Department of Defense Code of Ethics

DoD has prescribed in the Joint Ethics Regulation a code of ethics for all of its employees. All Army leaders are members of the Department of Defense. The DoD code of ethics applies, then, to all Army leaders.

Code of Ethics for Government Service

Any person in Government service should:

- I. Put loyalty to the highest moral principles and to country above loyalty to persons, party, or Government department.
- II. Uphold the Constitution, laws, and regulations of the United States and of all governments therein and never be a party to their evasion.
- III. Give a full day's labor for a full day's pay; giving earnest effort and best thought to the performance of duties.
- IV. Seek to find and employ more efficient and economical ways of getting tasks accomplished.
- V. Never discriminate unfairly by the dispensing of special favors or privileges to anyone, whether for remuneration or not; and never accept, for himself or herself or for family members, favors or benefits under circumstances which might be construed by reasonable persons as influencing the performance of governmental duties.
- VI. Make no private promises of any kind binding upon the duties of office, since a Government employee has no private word which can be binding on public duty.
- VII. Engage in no business with the Government, either directly or indirectly, which is inconsistent with the conscientious performance of governmental duties.
- VIII. Never use any information gained confidentially in the performance of governmental duties as a means of making private profit.
- IX. Expose corruption wherever discovered.
- X. Uphold these principles, ever conscious that public office is a public trust.

APPENDIX D

Branch Periodicals

Air Defense Artillery, (quarterly), U.S., Army Air Defense ATSA-TDL-S, Ft. Bliss, TX, 79916.

Armor, (bimonthly), U.S. Army Armor School, Ft. Know, KY, 40121.

Army, (monthly), AUSA, 2425 Wilson Blvd, Arlington, VA, 22201-3385.

Army Aviation, (monthly), 1 Crestwood Road, Westport, CT, 06880.

Army Chemical Review, (monthly), Ft. McClellan, AL 85613-7000.

Army Logistician, (bimonthly), U.S. Army Logistics Management College, Ft. Lee, VA, 23801-6044.

Army Finance, (bimonthly), P.O. Box 793, Alexandria, VA 22218.

Army Personnel Bulletin, (monthly), Marketing and Advertising Office, HQDA, Washington, D.C. 20310-0300.

Army Research, Development and Acquisition, (bimonthly), 5001 Eisenhower Avve., Alexandria, VA, 22333-0001.

Army Times, (weekly), 2201 Main Street, N.W., Washington, D.C., 20037.

Army Trainer, (quarterly), P.O. Drawer A, Ft. Eustis, VA, 23604-0309.

Aviation Digest, (monthly), P.O. Box 699, Ft. Rucker, Al, 36362-5044.

Center for Army Lessons Learned Bulletin, (semiannually), USACATA, Ft. Leavenworth, KS, 66027-7000.

Defense, (bimonthly), American Forces Information Services, 601 N. Fairfax St., Alexandria, VA, 22314-2007.

Defense and Foreign Affairs, (monthly), Copely and Associates, 1777 T. St., N.W., Washington, D.C. 20009.

Engineer, (quarterly), U.S. Army Engineer School, Ft. Belvoir, VA, 22060.

Field Artillery, (bimonthly), Field Artillery Association, P.O. Box 33027, Ft. Sill, OK, 73505.

Infantry, (bimonthly), P.O. Box 2005, Ft. Benning, GA, 31905-0605.

Journal of the Armed Forces, (weekly), 1710 Connecticut Avenue N.W., Washington, D.C., 20009.

Military Affairs, (quarterly), American Military Institute, P.O. Box 568, Washington, D.C., 20044.

Military Engineer, (bimonthly), 607 Prince Street, P.O. Box 180, Alexandria, VA, 22313.

Military Intelligence (quarterly), U.S. Army Intelligence Center, Ft. Huachuca, AZ, 85613-7000.

Military Police, (quarterly), U.S. Army Military Police School, Ft. McClellan, AL, 36205-5030.

Military Review, (monthly), Command and General Staff College, Ft. Leavenworth, KS, 66027-6910.

National Defense, (monthly), Rosslyn Center Suite 900, 1700 N. Moore St., Arlington, VA, 22209.

National Defense Transportation Journal, (bimonthly), 1612 K. Street, N.W., Washington, D.C., 20006.

Officers' Call, (bimonthly), Office Chief of Public Affairs, HQDA, Washington, D.C., 20310-1510.

Ordnance Bulletin, (quarterly), USAOC&S, Aberdeen Proving Ground, MD, 21005-5201.

Parameters, (quarterly), Editor, Parameters, Carlisle Barracks, PA, 17013.

Post Exchange and Commissary, (monthly), 336 Gunderson, Dr., Wheaton, IL, 60187.

Quartermaster Professional Bulletin, (quarterly), Office of the Quartermaster General, Ft. Lee, VA, 23801.

Sergeants' Business, (bimonthly), Office, Chief of Public Affairs, HQDA, Washington, D.C. 20310-1510.

Signal, (monthly), Armed Forces Communications and Electronics Association, 5641 Burke Center Parkway, Burke, VA, 22015.

Soldiers, (monthly), Cameron Station, Alexandria, VA, 22304-5050.

Special Warfare, (quarterly), USAJFKSWCS, Ft. Bragg, NC, 28307-5000.

Strategic Review, (quarterly), U.S. Strategic Institute, 20 Memorial Drive, Cambridge, MA, 02142.

The Army Communicator, (quarterly), U.S. Army Signal School, Ft. Gordon, GA, 30905.

Translog, (monthly), Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Transportation Corps, (quarterly), U.S. Army Transportation School, Ft. Eustis, VA, 23604-5407.

Army Training Support Center Bulletins, U.S. Army Training Support Center, Ft. Eustis, VA, 23604.

International Defense Review, Interavia S. A., 86 Ave Louis Casia, P.O. Box 162, 1216 Cointrin, Geneva, Switzerland.

Leavenworth Papers, Combat Studies Institute, U.S. Army Command and General Staff College, Ft. Leavenworth, KS, 66027.

The Army Officer's Guide. Harris Burg: Stackpole Books.

TRADOC Bulletins, U.S. Army Training and Doctrine Command, ATTN: ATCG-T, Ft Monroe, VA, 23651.

APPENDIX E

Alternative Rewards

Typically, junior leaders rely on the three or four day pass as the primary means of rewarding soldiers for positive performance. When overly used, this practice can have negative effects on accomplishing the mission, may seem unfair to some soldiers, and may even desensitize soldiers to what, when less frequently used, can be a powerful motivator. Instead of overusing this valuable asset, you may want to try some of the following ideas as alternative ways of rewarding your soldiers. Helpful hint: rewards are most powerful when they are tailored to meet the soldier's needs and desires.

- Use your appreciative words through verbal praise, a formal positive counseling session, or a simple "thank you" card.
- Self-paced PT for a specific amount of time.
- PT Guidon Bearer as an honor.
- Lead the platoon in the PT run.
- Invite chosen soldiers for a "run with the commander."
- Time off for Birthdays.
- Coordinate for airlift of the squad out of the field first.
- Exemption from extra duty or guard.
- Opportunity to attend evening college courses.
- Leave the field exercise early or "first out."
- Post picture on soldier/leader of the month on a recognition board in barracks.
- Recommendation for early promotion to E-4.
- Points for the military schools OML - airborne, AASLT, RGR, NBC, Armorer.
- Recommendation for impact Certificate of Achievement or AAM.
- Additional responsibility or autonomy in job.
- Special assignment for RTO, guidon bearer or CO's driver.
- Participate in planning a training event with leadership.
- Time to explore another MOS for a few days.
- Article in the Post or hometown newspaper.
- Adventure training for the unit - rappelling, pugel sticks.
- LT takes a soldier to lunch at the Community Club.
- Leader shines subordinates boots.
- Hot soup at midnight in the field.
- Leader cleans soldier's weapon or vehicle.
- Permit to name vehicle/weapon system.
- Unit marks duffel bags with hash marks symbolizing deployments.
- Inexpensive gift certificate to "Ranger Joes..."
- Dinner at the LT's house.
- Guard detail preference.
- Leader relieves soldiers of burden in field such as radio or MG.
- Leader buys food in field or following inspection prep.

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